



Parua Bay School will be using the Ministry of Education commissioned resource 'Navigating the Journey' to support the school's delivery of Relationships and Sexuality Education (RSE). We also use outside agencies such as the Police, Life Education Trust, NetSafe etc.

Please have a look at the themes and activities below. The corresponding booklet for this year level follows.

Theme Summary

This document outlines areas that staff intend to teach, and highlights areas staff feel **are not age appropriate**.

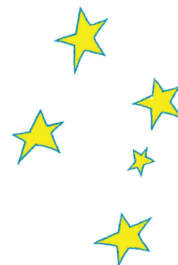
YEARS 1-2 LEVEL 1	
THEME 1 - Establishing a positive learning environment Te whakarite I tetahi ao ako huapai Activity 1 – Understand the learning journey and the landscape Activity 2 – Caring for others Activity 3 – What is cooperation? Activity 4 – Being a good listener.	THEME 2 – Who am I? Ko wai au? Activity 1 - My name Activity 2 - My pepeha Activity 3 - Tell me what I do well Activity 4 - How am I the same? How am I different? Activity 5 - My whanau Activity 6 - Gender roles - This will be taught at a higher level
THEME 3 – Relationships – Nga Wanaungatanga Activity 1 – Respect for others Activity 2 – Being a good friend Activity 3 – Expressing my feelings Activity 4 – How is JJ feeling? Activity 5 – How I can help my whanau	THEME 4 - Growing and Changing – Te tipu me te huri o te tangata Activity 1 – How my body moves Activity 2 – My growing body and the things it can do - This will be taught at a higher level Activity 3 – My body parts Activity 4 – How do we care for our bodies?

THEME 5 – Staying safe – Te noho haumarū Activity 1 – Standing up for myself and others Activity 2 – My body is mine Activity 3 – Safe and unsafe touching Activity 4 – Who can help me? Activity 5 – Introduction to staying safe online	
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Please complete the associated RSE survey if you have any feedback or comments you'd like to make.

Navigating the journey: Relationships and sexuality education

Te takahi i te ara:
Te mātauranga mō ngā
hononga tāngata me
te hōkakatanga



 NEW ZEALAND
Family Planning

**For students in Years 1-2
Level 1**

Ka puāwai, ka hiki ki te haere

A blossoming takes place, a journey is set out on

Family Planning is a not-for-profit, non-government organisation, providing sexual and reproductive health services through education, health promotion, clinical services, training, and research.

Family Planning gratefully acknowledges all those involved in the creation, piloting and evaluation of the first two editions of this resource and of this current edition.

Published by: Family Planning 2009, revised 2015, 2018 and 2021.

ISBN: 978-0-9951449-2-7

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<http://www.familyplanning.org.nz/resources>

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Illustrations by Nikki Slade Robinson.

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Introduction

Family Planning provides a range of services, including sexual and reproductive health information, clinical services, education and training, and research. This resource, part of a suite of resources to support holistic relationships and sexuality education (RSE) in schools, supports the teaching of RSE in years 1 and 2.

Relationships and sexuality education is one component of the health and physical education learning area of *The New Zealand Curriculum*. It must be included in teaching programmes at both primary and secondary school levels, using the strands and achievement objectives outlined in the curriculum.

The Education Review Office (2007b) has identified that schools with effective programmes spend at least 12–15 hours per year on RSE. This resource includes a range of learning experiences to help schools and individual teachers do this. We encourage you to select and adapt learning activities to suit the needs and interests of your students and wider school community.

At this level, RSE focuses on learning about the growth and development of the human body, respecting others, friendships, family relationships, communication, and dealing with bullying and harassment.

Please be aware that some of the activities may appear to be similar to those found in other programmes. These activities are generally available in the public domain and are in no way taken from other resources.

Background information

The guide for this suite of resources unpacks its purpose and structure and explains the metaphor of navigation that runs through each resource. It explores the relationship between the resources and The New Zealand Curriculum and presents important information about relationships and sexuality education and about how to prepare an RSE programme. We strongly recommend that you read this background information alongside the activities suggested in this resource.

Students will have many questions to ask within this learning context, just as they do with any other learning area. These questions can also be useful in guiding the planning of future learning opportunities. Teachers need to be prepared to answer questions on a wide range of topics and respond positively to disclosures. For further information and support on answering student questions and responding to disclosures please refer to *Navigating the journey: Relationships and sexuality education Te takahi i te ara: Te mātauranga mō ngā hononga tāngata me te hōkakatanga A guide for the Years 1-10 resources*.

Links to *The New Zealand Curriculum*

The table below is an extract from *Relationships and Sexuality Education: A guide for teachers, leaders, and boards of trustees*. It sets out suggested learning intentions for RSE at Level 1 that derive from the strands and achievement objectives for health and physical education in *The New Zealand Curriculum*.

It is important to note that some year 1 and 2 students may be achieving below or beyond the expectations for Level 1. We encourage you to adapt the learning activities to suit the diverse needs and interests of your students.

These activities provide opportunities to assess key competencies and achievement objectives outlined in The New Zealand Curriculum.

Suggested learning intentions for Relationships and Sexuality Education at years 1–2			
LEVEL 1	KO AU — ALL ABOUT ME Knowledge, understandings, and skills relating to physical and sexual health and development: emotional, mental, social, spiritual, and environmental	KO AKU HOA — FRIENDSHIPS AND RELATIONSHIPS WITH OTHERS Understandings and skills to enhance relationships, for example, in relation to friendships, intimate	KO TŌKU AO — ME AND THE WORLD Critical inquiry, reflection, and social-action skills related to issues of equity, gender, body image, risk, and safety
Ākonga can show that they:	<ul style="list-style-type: none"> Recognise body parts, including genitals, can name them (in te reo Māori and in English), and understand basic concepts about reproduction. Know about body safety, including hygiene and appropriate touching, know how to show respect for themselves and others, and can use strategies to keep themselves safe (including basic safety strategies online and on devices). 	<ul style="list-style-type: none"> Are able to make friends, be a good friend, be inclusive, and accept and celebrate difference in a range of contexts (including in games, play, classroom activities, and at home). Are able to express their own feelings and needs and can listen and be sensitive to others by showing aroha, care, respect, and manaakitanga in a range of contexts. Know about belonging and about roles and responsibilities at school and within the whānau and wider community. Know who to trust and how to ask for help. 	<ul style="list-style-type: none"> Understand the relationship between gender, identity, and wellbeing. Are able to stand up for themselves and others (eg, if there is unfairness, teasing, bullying, or inappropriate touch).

Relationships and sexuality education themes

Learning activities in this resource have been designed around five themes:

- Establishing a positive learning environment Te whakarite i tētahi ao ako huapai
- Who am I? Ko wai au?
- Relationships Ngā whanaungatanga
- Growing and changing Te tipu me te huri o te tangata
- Staying safe Te noho haumaru

These themes continue and progress through the suite of *Navigating the journey Te takahi i te ara* to support schools in delivering a coherent, school-wide relationships and sexuality education programme.

A comprehensive RSE programme should incorporate activities across all the themes. The following table summarises the year 1 and 2 resource. It describes the key concepts covered within each theme and lists the learning activities with their desired learning outcomes.

You can use this table as a planning tool to ensure each student experiences opportunities for learning that are carefully progressed from year to year.

Theme	Key concepts	Activities and learning outcomes
1. Establishing a positive learning environment Te whakarite i tētahi ao ako huapai	Care for others Cooperative skills Listening skills	<i>Understanding the learning journey and the landscape p. 10</i> Students will identify that they are on a learning journey to learn about themselves, their relationships with others, their changing bodies, and staying safe. <i>Caring for others p. 13</i> Students will identify ways to be a kind and helpful classmate. <i>What is cooperation? p. 15</i> Students will identify and practice cooperative skills. <i>Being a good listener p. 17</i> Students will identify and practice listening skills.
2. Who am I? Ko wai au?	Personal identity Personal strengths Similarities and differences Diverse family structures Gender roles	<i>My name p. 20</i> Students will explore and share the origins of their name. <i>My pepeha p. 22</i> Students will introduce themselves through a pepeha. <i>Tell me what I do well p. 24</i> Students will describe their personal strengths and the strengths of others. <i>How am I the same? How am I different? p. 26</i> Students will describe their similarities and differences to others. <i>My whānau p. 28</i> Students will describe themselves and their place in their whānau. Students will explore diverse family structures. <i>Gender roles p. 30</i> Students will describe themselves in relation to their gender. Students will explore diverse gender roles.
3. Relationships Ngā whanaungatanga	Respect Friendship Feelings and needs Family roles	<i>Respect for others p. 34</i> Students will discuss the meaning of respect. Students will demonstrate ways of showing respect to others. <i>Being a good friend p. 36</i> Students will explore and share ideas about making new friends. Students will explore strategies of being a good friend. <i>Expressing my feelings p. 38</i> Students will use “I” statements to express ideas and feelings. <i>How is JJ feeling? p. 40</i> Students will describe a range of emotions. Students will explore how thoughts and feelings are affected by other people's comments and actions. <i>How I can help in my whānau p. 42</i> Students will explore and share ideas about roles and responsibilities in the family.
4. Growing and changing Te tipu me te huri o te tangata	Movement of bodies Body growth Body parts Personal hygiene Reproduction	<i>How my body moves p. 46</i> Students will engage in physical activity and understand the benefits of exercise. Students will investigate how our bodies move. <i>My growing body and the things it can do p. 49</i> Students will discuss the changes in their bodies from birth to adulthood. Students will identify things that they can do now and set goals to work on. <i>My body parts p. 51</i> Students will identify and name their body parts. Students will identify private body parts. <i>How do we care for our bodies? p. 53</i> Students will describe how to clean and care for their bodies.

Theme	Key concepts	Activities and learning outcomes
5. Staying safe Te noho haumarū	Standing up for myself and others Safe and unsafe touch People who can help me On-line Safety	<p><i>Standing up for myself and others p. 56</i> Students will recognise bullying behaviour and will develop strategies to stand up for themselves and others.</p> <p><i>My body is mine p. 59</i> Students will understand that their body is their own and they can decide what to do with it. Students will develop strategies to keep themselves safe.</p> <p><i>Safe and unsafe touching p. 61</i> Students will understand the difference between safe and unsafe touching. Students will describe what to do if they experience touch that hurts or touch that they don't like.</p> <p><i>Who can help me? p. 63</i> Students will identify people who can help them keep safe in their community.</p> <p><i>Introduction to staying safe online p. 65</i> Students will identify ways to stay safe when they are online or using mobile phones.</p>

Teacher tips and ideas for making links to home and community are offered throughout the resource. Keep an eye out for these icons.



Teacher tips



Links to home and community



Theme 1:

Establishing a positive learning environment

Te whakarite i tētahi ao ako huapai

Students learn best when they feel safe, accepted, and respected, when they enjoy positive relationships, and when they are able to be active, visible members of their learning community. By establishing a positive learning environment, you can lay the foundation for your students to interact positively with others and develop a sense of trust.

Understanding the learning journey and the landscape

Learning outcome

Students will understand that they are on a learning journey to learn about themselves, their relationships with others, their changing bodies, and staying safe.

(See *Navigating the journey: Relationships and sexuality education* *Te takahi i te ara: Te mātauranga mō ngā hononga tāngata me te hōkakatanga A guide for the Years 1-10 resources* for an explanation).

Suggested time allocation

45 minutes

Resources

- Picture of the *Southern Cross constellation (Appendix 1)*
- *Star template and theme labels (Appendix 2)*

CURRICULUM LINKS

Underlying concepts

- **Socio-ecological perspective:** understanding how our personal growth and development is interconnected with our people, place, language, culture, and identity.
- **Health promotion:** taking action to create a safe and supportive emotional environment in which to journey together.

Key competencies

- **Thinking**
- **Relating to others**
- **Participating and contributing**

LEARNING SEQUENCE

Getting started

Show students a picture of the five stars of the *Southern Cross constellation (Appendix 1)*. Find out if anyone has seen the Southern Cross in the night sky and what prior knowledge students have about these stars. Explain that early explorers, including Māori explorers, used the Southern Cross to help them find their way when they travelled at night. Even today, travellers on sea and on the land use the Southern Cross to find their way safely home.



Encourage the students to look for the Southern Cross constellation with their families at night.



You could make links to Matariki with your students, exploring how the rising of the Matariki star cluster signifies the start of the Māori New Year.

LEARNING SEQUENCE



Many of the activities in this resource involve students creating work that can be displayed. You could set aside an area near your landscape to hang current work and key vocabulary. This will be added to and changed frequently as you move through the different activities.

Introduce the term 'navigator' to the students. Suggest to the students that we are 'navigators' on a lifetime journey of growth.

Explain to the students that they are going to be working through a set of activities at school to learn about themselves, their relationships with others, their changing bodies, and staying safe. Explain that a wall display will be developed to represent our journey of growth. The wall display will be added to as we move through the activities in this resource.

Development

Sketching out the landscape

You could use the following approach to develop the landscape or refer to *Navigating the journey: Relationships and sexuality education Te takahi i te ara: Te mātauranga mō ngā hononga tāngata me te hōkakatanga A guide for the Years 1-10 resources* for another approach.

Print out *five stars (whetū)* (Appendix 2) onto card and have the students work in small groups to colour them in and add glitter to them. Explain that each star represents a different theme or part of our learning. The five themes of learning are:

1. Establishing a positive learning environment Te whakarite i tētahi ao ako huapai
2. Who am I? Ko wai au?
3. Relationships Ngā whanaungatanga
4. Growing and changing Te tipu me te huri o te tangata
5. Staying safe Te noho haumaruru

As you work through each theme in this resource you can add a star and *theme label* (Appendix 2) to your wall display and eventually form the Southern Cross constellation.

As a class, create a large waka for the wall display to symbolise the students' journey of growth and learning. Have the students draw a picture of themselves sitting down (or take photographs of the students sitting down) to cut out and place inside the waka. The students could be holding a hoe (paddle) in their image to depict the idea of travel. They could also carry a kete to symbolise their prior knowledge and life experiences. Put the completed waka somewhere safe until the end of the activity.

Work together to create a river (awa), lake (roto), or ocean (moana) for the waka to sit on. You could choose a body of water that best reflects the setting of your school. Explain that the awa, roto, or moana represents our life's journey. If your students do not live near a body of water you could create a bush landscape instead of a waka with pictures of students hiking and looking towards the stars for direction. While the themes (stars) will help to guide us, we are each on our own journey that will include individual inquiry and exploration.

Adding to the landscape as you work through the resource

As you work through the different themes and activities in this resource you might like to add more pictures to your landscape wall display to reflect key ideas.

LEARNING SEQUENCE

For example:

Theme 1: Establishing a positive learning environment *Te whakarite i tētahi ao ako huapai*
Students could draw or glue a lifejacket onto their image in the waka to show that they are responsible learners who are taking action to create a safe environment.

Theme 2: Who am I? *Ko wai au?*

You could add the earth (whenua) to the landscape to represent the foundation for who and what we are. It is a foundation made up of our whakapapa, language, culture, and identity.

Theme 3: Relationships *Ngā whanaungatanga* and Theme 5: Staying safe *Te noho haumaru*
You could add mountains (maunga) to the wall display to symbolise the people in our lives. Mountains help to shape the landscape just as people help to shape and support our lives.

Theme 4: Growing and changing *Te tipu me te huri o te tangata*

You could add fern fronds to the landscape to signify growth and development. The fern frond is an important symbol in Māori art where it represents new life, growth, strength, and peace.

Key competencies

You could add the forest of Tāne to represent the key competencies. Our learning about sexuality should connect with and promote growth in each of the key competencies.



Answering student questions

Students will have many questions to ask within this learning context, just as they do with any other learning area. These questions can be useful in guiding the planning of future learning opportunities. Teachers need to be prepared to answer questions on a wide range of topics and are legally entitled to answer any questions asked. For further information and support on answering student questions please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1-10 resources*.

Conclusion

With the help of some of the students, place the completed waka onto your landscape wall to signify the start of your classroom learning journey. You might like to play the *sound of the pūtātara* (a trumpet made from a conch shell or triton shell) as you stick the waka onto the display. In Māori culture, the pūtātara is sounded to mark special occasions such as opening ceremonies.



Encourage the students to talk to their parents and whānau about their learning throughout this resource. What are some of the elements their whānau believe are important to growing up to be healthy in all areas of our lives, including sexuality?

Explain that today's learning is part of the first theme, establishing a positive learning environment, and that you are going to be doing other activities over the next few days to build a positive classroom environment. Place the *first whetū (star) (Appendix 2)* onto your landscape wall with the label *"Establishing a positive learning environment Te whakarite i tētahi ao ako huapai" (Appendix 2)*.

Caring for others

Learning outcome

Students will identify ways to be a kind and helpful classmate.

Suggested time allocation

45 minutes

Resources

- The Ready to Read book, *Lost*, by Kylie Parry
- Collection of items, such as kete and mats, woven from harakeke or photographs of these items
- *Poster of a harakeke plant (Appendix 3)* enlarged and printed on A3 paper

CURRICULUM LINKS

Underlying concepts

- **Attitudes and values:** developing attitudes and strategies to demonstrate care and concern for the members of their class.

Key competencies

- **Managing self**
- **Participating and contributing**

LEARNING SEQUENCE

Getting started

As a class, read “*Lost*”, which describes how a young boy helps a lost creature.

Development

Prompt the students to describe how Finn was kind and helpful in the story. Record their comments on the board.

Encourage the students to consider whether the ideas on the board are things that can be done in the classroom.

Brainstorm the kind and caring behaviour that you have seen happening in the classroom and around the school. Identify areas that the class and school need to work on. Ask the students to suggest how they could do this.

Explore how teachers and other members of the school staff help to build a caring environment through their actions.

Discuss the concept of *manaakitanga* with the students. Explain the importance of caring for each other so that everyone feels that they are an important member of the class. You may wish to mention that *manaakitanga* is also about recognising the mana of others which comes from tūpuna, whānau, hapū, and iwi.

LEARNING SEQUENCE

Discuss values and concepts for caring for others, such as *wairua, whānau, hapū, iwi, whanaungatanga*. Encourage the students to consider and share examples of these values and concepts from their own lives, for example, kaumātua caring for their whakapapa, hapū and iwi; sisters and brothers caring for each other, older siblings caring for younger siblings, parents, aunties, and uncles caring for children and so on.

Share items that are woven from harakeke. Encourage the students to bring woven items from home. Emphasise how each flax leaf contributes to the strength of the item, just as our working together in positive ways strengthens our relationships and classroom learning environment.

Harakeke is unique to Aotearoa New Zealand and is one of our oldest plant species. Harakeke has important historical and contemporary uses. Many of the whakataukī and waiata associated with harakeke, such as “*Tiakina te pā harakeke*” and *Hutia te rito o te harakeke*, express values that are important to Māori.

Talk with your school whānau group, kuia, or kaumātua about their kaupapa (protocols) around gathering and using harakeke. Make links between taking care of the harakeke and taking care of people in our classroom, school, and families.

Ask the students to name one thing they are going to do to be a kind and helpful class member. Using the *poster of a harakeke plant (Appendix 3)* enlarged and printed on A3 paper, write the students’ ideas on the leaves of the plant.

Conclusion

At the end of the day, and over following days, refer to the poster of the harakeke on the wall and as a class identify positive actions that everyone has taken to care for others. Record statements on paper strips to describe the actions. For example, “Fetu helped Sophia put away the library books”, “Liam asked Deepak if he wanted to play with him”. Create a “kete of kindness” by placing the paper strips describing positive actions inside a woven kete. How full can the kete get?



Encourage your students to talk with their parents and whānau about their learning from this activity. How can they show kindness and care at home? What could they do to be more caring and kind towards their whānau, friends, and neighbours?

Extension

Encourage the students to look for other stories that illustrate manaakitanga and helpfulness. Create a book display in the classroom and share these stories.

What is cooperation?

Learning outcome

Students will identify and practise cooperative skills.

Suggested time allocation

One hour

Resources

- The Ready to Read book, *The Little Red Hen*
- *Cooperation animation*
- Lyrics to the song *That's Cooperation lyrics (Appendix 4)*
- Ingredients for making *rēwena bread*
- *Cooperation certificates (Appendix 5)*

CURRICULUM LINKS

Underlying Concepts

- **Attitudes and values:** developing attitudes of respect, and of care and concern for others through cooperation and āwhina.
- **Health promotion:** developing strategies to improve the wellbeing of their classroom and home communities.

Key competencies

- **Relating to others**
- **Participating and contributing**

LEARNING SEQUENCE

Getting started

Share the story of *The Little Red Hen* with the students. They could read the book or view this [YouTube video](#) of the story.

Development

Discuss what happened in the story using these questions as prompts.

1. Why do you think the animals didn't help Little Red Hen?
2. How do you think Little Red Hen felt doing all the work herself?
3. How do you think Little Red Hen felt when all the animals wanted to eat the bread she had made?
4. What would you have done if you had been Little Red Hen?
5. What lesson did the animals learn?
6. What can we learn from the story?

Write the word "cooperation" on the board and ask the students what the word means. Have they heard the word before? Where did they hear it? Who was using it? What were they talking about?

LEARNING SEQUENCE

View this short animation about *cooperation*. Discuss how the animals in this video work cooperatively to solve problems that they face.

Listen to the Sesame Street song *That's Cooperation*. The class can sing it, reading *the lyrics* (*Appendix 4*).

As a class make *rēwena bread*. As you work through the recipe encourage the students to suggest ways that everyone can be involved and cooperate. For example, the dough could be passed around the class so that everybody gets a turn to knead it. Some people believe that if you make rēwena bread with aroha (love) it rises and tastes better. Instead of making rēwena bread you may choose to try this *easy dough recipe* or *fa'apapa* (a baked coconut bread recipe from Sāmoa).



You could ask a parent or grandparent to help the class bake the bread.

Share the rēwena bread with your students so that everyone gets a share. Explain that everyone helped to bake the bread and this can be celebrated while eating it together.

Conclusion

Congratulate the students on working together to bake the bread.

Ask them to share their feelings about cooperation. How did they feel during the bread-making process? How did they feel when the bread was finished? What can we learn from this experience that we can apply to other group activities in the classroom?

Emphasise the importance of being a cooperative class member, explaining that cooperation helps to get jobs done and is a way of showing care and respect to each other.

Make copies of the *cooperation certificate* (*Appendix 5*) and award them to students who show cooperative skills over the next few weeks. Encourage your students to nominate deserving classmates.



Encourage your students to talk with their parents and whānau about their learning from this activity. Discuss how they can be cooperative at home.

Being a good listener

Learning outcome

Students will identify and practise listening skills.

Suggested time allocation

45 minutes

Resources

Equipment for listening games:

- *Zapsplat* sound files
- coloured blocks
- short stories
- music player
- covered box
- objects, such as keys, cellophane, bubble wrap, or dried beans in a bottle, that make a noise when manipulated
- equipment, such as hoops, string, cones, chairs, for an obstacle course

CURRICULUM LINKS

Underlying concepts

- **Health promotion:** developing listening skills to enhance relationships within the school community.

Key competencies

- **Managing self**
- **Participating and contributing**

LEARNING SEQUENCE

Getting started

Go on a sound hunt outside. Encourage the students to listen to all the sounds that they can hear and list them. Back in class, collate a class list of sounds heard.

Development

Play a range of listening games as a whole class or in small groups. You could run a rotational programme with other classes where the students move around learning spaces to experience a range of different listening games.

Suggested listening games:

Guess the sound

Use *Zapsplat* to play a range of sound files to the students. Students have to guess the sound.

Build a tower

Using a range of colourful blocks, students take turns to give and listen to instructions on how to build a tower. For example, "Put the red block on top of the yellow block."

LEARNING SEQUENCE

Retelling a story

Read a short story to half the class and have them retell the story to a student who is in the other half of the class.

Musical statues

Play a game of musical statues. The students move to music and freeze when the music stops.

Copy me

One person claps a simple beat and the other person copies. Take turns and work up to more complicated beats.

Magical sound box

Put different objects, such as keys, cellophane, bubble wrap, paper, dried beans in a bottle, into a covered box. Manipulate the objects individually inside the box so that they make sounds and have the students guess what is creating the sounds.

Obstacle course

Set up an obstacle course in the classroom or outside and give instructions to the students about how they need to move through the course, for example, by hopping through the hoops, crawling under the string, and so on.

As a class, reflect on the listening games. What do you need to do to be a good listener? What makes it difficult to listen? Why is it important to listen to other people? Encourage the students to recognise that listening helps us build positive relationships with others and helps us learn.

Giving eye contact to someone who is speaking is a Western custom. In some cultures it is considered a sign of disrespect to give direct eye contact. Encourage your students to look towards the speaker but don't insist on direct eye contact.

Prompt the students to consider the characteristics and actions of a good listener. What do they do? What do they say? How do they act? Record the students' answers on a class poster.

Sample poster

A good listener:

1. looks towards the speaker
2. waits for the speaker to stop talking and doesn't interrupt
3. sits away from toys and other distractions
4. asks questions about what has been said.

Conclusion

Emphasise the importance of listening to others and letting everybody have a say. Explain that being a good listener is a way of showing manaakitanga. Over the next few weeks refer to the listening poster and ask the class to identify good listeners in the classroom.



Theme 2:

Who am I?

Ko wai au?

Exploring who we are helps to strengthen our sense of identity. By supporting your students to describe themselves in terms of their whakapapa (where they belong), you can help them understand themselves, their ancestry, and the concept of whānau. Encouraging your students to identify their personal strengths helps them build a positive self-image.

Valuing differences in others is an important skill for young people to develop. Giving your students opportunities to challenge bias and stereotypes ensures that their attitudes, actions, and right to self-expression are not limited. It also identifies your class is an inclusive and respectful learning environment.

My name

Learning outcome

Students will explore and share the origins of their name.

Suggested time allocation

45 minutes

Resources

- *Star template and theme labels (Appendix 2)*
- Mirrors
- Paper and crayons
- *Happy To Be Me* song

CURRICULUM LINKS

Underlying concepts

- **Hauora:** building a greater sense of personal identity and enhancing taha wairua (spiritual wellbeing).

Key competencies

- **Participating and contributing**

LEARNING SEQUENCE

Getting started

Explain to the students that we are exploring a new theme (Who am I? Ko wai au?) where we will examine our own identity and strengths, and understand how we are similar and different to others.

Place the *second whetū (star) (Appendix 2)* onto the landscape wall display with the label *Who am I? Ko wai au? (Appendix 2)*

As a homework task, encourage your students to talk with their parents and whānau about their names. What is the meaning of their name? Why were they given their name? Are they named after anyone?

Some of your students may not be able to source information about their names from home. You can support these students by looking up the meaning of their names and by asking them questions about their names, such as, “What do you like about your name?”, “Do you know anyone else with the same name?”

Development

Explain to students that our names are important because they help to identify who we are. Share information about your own name with the students. Ask the students to share what their name means and why it was chosen for them. Make sure they can pronounce each other's names correctly.

LEARNING SEQUENCE

Have the students draw a self portrait using mirrors, or create a *silhouette* that reflects their unique physical characteristics. Alternatively, the students could take photographs of each other and print them.

Make a class display of the portraits with captions that include information about each student's name.

You could encourage your students to add to their self portraits over time by including words to describe personal traits and achievements, family traditions and so on. The portraits can be used to boost students' feelings of self worth and personal identity.

Conclusion

Refer the students to the class display of portraits and celebrate the idea that we are all special and unique. Finish the lesson by listening to the song *Happy To Be Me*.

My pepeha

Learning outcome

Students will introduce themselves through a pepeha.

Suggested time allocation

45 minutes

Resources

- *Pepeha template (Appendix 6)*
- The Junior Journal article, “*Pepeha*”

Level 1

Year
1-2

THEME 2 Activity 2

CURRICULUM LINKS

Underlying concepts

- **Hauora:** building a greater sense of personal identity and enhancing taha wairua (spiritual wellbeing).
- **Attitudes and values:** developing attitudes of valuing themselves and others through sharing their pepeha.

Key competencies

- **Thinking**
- **Relating to others**
- **Participating and contributing**

LEARNING SEQUENCE

Getting started

Contact parents and ask them to help their children to complete their *pepeha template (Appendix 6)*. Encourage them to email or send family photographs to the class.

As a class, share whānau photographs. Students who don't have photographs could draw their whānau. Have each student create a family tree and display their photographs and drawings on it. Explain that whānau can be defined in many ways and each child can choose how to do this. It may include people students live with, as well as people they are related to.

You could encourage your students to use te reo Māori as they talk about their whānau. Vocabulary you could introduce includes:

taku whānau – my family

koro – grandfather

kuia – grandmother

pāpā or matua – father

māmā or whaea – mother

tuahine – sister of a boy

tungāne – brother of a girl

tuakana – elder sibling of the same sex

teina – younger sibling of the same sex

LEARNING SEQUENCE

Development

Read “*Pepeha*” to the students. This Junior Journal article explains what a pepeha is and why it is important in Māori culture.

A pepeha is a way of introducing ourselves in Māori. A pepeha identifies who we are, where we’re from, and where we belong. It’s like a story that connects us to our ancestors and our land. In a Māori context, standing and sharing pepeha is common practice. It is a way to make links and connect with others. We can adapt our pepeha according to who we are connecting with and what we would like them to know about us.

Introduce the *pepeha template (Appendix 6)* to the students and over the next week spend time each day exploring it.

Have students display their completed pepeha around the photographs on their family tree.

Invite the students to say their pepeha to the class when they feel confident. They could record their pepeha and share the recording with whānau and friends.

Correct pronunciation is important when speaking other languages. Seek support from local community members if you need to or use <http://maoridictionary.co.nz/>. People may choose to do their pepeha in their own language and in different ways.

Conclusion

Explain to the students that our pepeha strengthen our identity and our sense of belonging by reminding us and telling others about who we are and where we have come from.

Encourage your students to reflect on what they found out about their classmates through sharing their pepeha and to make connections. Ask questions, such as “*Does anyone share the same maunga or the same waka?*” “*Was anyone else from ...?*”



You could invite a kaumātua or kuia to school or a parent from an immigrant community to share their pepeha with the students and enjoy some kai together.

Tell me what I do well

Learning outcome

Students will describe their own and others' personal strengths.

Suggested time allocation

45 minutes

Resources

- Woven kete and paper strips
- *Cube template (Appendix 7)* for alternate year, enlarged and printed on A3 paper or thin card

CURRICULUM LINKS

Underlying concepts

- **Hauora:** building a greater sense of personal identity and self-awareness to enhance taha wairua, (spiritual wellbeing).
- **Socio-ecological perspective:** contributing to the wellbeing of other people by giving and receiving compliments.

Key competencies

- **Relating to others**
- **Participating and contributing**

LEARNING SEQUENCE

Getting started

Share the following whakatauki with the students. It speaks of the value of small things, explaining they are like pounamu, small but unique and valuable.

Ahakoia he iti he pounamu.

Although it is small, it is a treasure.

Emphasise that we are all similar in some ways and different in some ways. We all have strengths or things we are good at. As we are all different, we all have different strengths.

Development

Have the students draw a picture of themselves doing something that they do well. They can then write a caption for their picture and share it in small groups.

Explain that they are going to identify strengths in other members of the class. Begin by modelling the use of an "I statement" when identifying what a member of the class does well. For example, "I think Marama is kind to other people because ..." (encourage students to provide a specific example). Follow this by asking the receiver to acknowledge the compliment in some way, for example, by saying, "Thank you," or smiling. Brainstorm a list of ideas of things that people do well.

LEARNING SEQUENCE

Students sit in a doughnut formation on the floor with half the class forming an inner ring and facing outwards, while the other half forms an outer ring and faces inwards. Make sure each student is facing a partner. Have the pairs of students take turns using an “I statement” to describe something their partner does well. The students sitting in one ring of the doughnut can then move round a space and the process can be repeated with different partners. Continue the activity as time allows. Encourage the students to look at and thank their partners after being told of a personal strength.

Create a compliments kete and encourage your students to write notes to their classmates telling them what they do well. Post the notes into the compliments kete and share with the class at the end of the week.

If you notice that some students aren't receiving compliments, you can write some for them to include in the kete.

Conclusion

Discuss why it is important to be able to identify our strengths and to identify the strengths of our classmates and friends.

Emphasise that being able to identify our strengths and accept compliments helps us to focus on positive attributes.

Explain that we can develop our qualities and strengths further by practising them and setting personal goals to develop new ones.

Ideas for alternate year

Give each student a *cube template (Appendix 7)* enlarged and printed on A3 paper or thin card.

Have them draw or write six of their strengths onto the six empty faces of the cube. Other students in the class and parents and whānau can contribute ideas.

Invite a buddy class or parents to the class to help the students fold and glue the cube template into a cube.

The students could take turns in small groups to roll their cubes as dice and tell the group about their strength recorded on the upturned face of the dice.

The dice can be displayed on a shelf in the classroom so that students have easy access to them or they could be strung or pegged on a string across the classroom.

How am I the same? How am I different?

Learning outcome

Students will describe their similarities and differences to others.

Suggested time allocation

One hour

Resources

- *Elmer* by David McKee
- *Elephant template (Appendix 8)*
- Coloured paper
- *Being Me*
- Other books to explore diversity *Giraffes Can't Dance* by Giles Andreae or *It's OK to be Different* by Todd Parr or *Thelma the Unicorn* by Aaron Blabey

CURRICULUM LINKS

Underlying concepts

- **Hauora:** building a greater sense of personal identity and self-awareness to enhance taha wairua (spiritual wellbeing).
- **Attitudes and values:** developing attitudes of valuing themselves and others through exploring their similarities and differences.

Key competencies

- **Relating to others**
- **Participating and contributing**

LEARNING SEQUENCE

Getting started

Sitting in a circle, ask the students to consider the ways in which they are similar to some of their classmates. Possibilities include interests, street they live in, clubs they belong to, sports they play, number of brothers or sisters, physical appearances, languages they speak, their pets, favourite books or colours.

Play the fruit salad game. Explain to the students that they are going to play a game to find out how many students in the class are similar to them. Start by stating: "I have two sisters." All the students who share that feature then stand up and run round the outside of the circle and back to their original place. Continue with similar statements. – "I live with my nanny and papa." "I go to OSCAR after-school."

Encourage students to focus on personality traits, interests, and backgrounds, rather than only on physical similarities and differences.

LEARNING SEQUENCE

Development

Have the students in pairs talk about the ways in which they are similar to each other. They can then share their similarities, such as, “Shannon and I are the same because we both have baby sisters”, with the class. They can then talk about the ways in which they are different from each other, and share their differences, such as, Wiremu and I are different because Wiremu plays rugby and I play soccer.” with the class.

Read *Elmer* or another book with the theme of being different, to the class. Ask questions about the story:

1. What do the other elephants love about Elmer?
2. Why didn't Elmer want to be different?
3. Why does Elmer paint himself with berry juice?
4. Do you think Elmer is happier when he is elephant colour?
5. Why is it OK to be different?
6. What would the world be like if we were all the same?
7. What do you think it means to show your true colours?

Have the students describe what makes them different. What special quality, skill, or interest do they have that is different from their classmates?

Give each student an *elephant template (Appendix 8)* and have them stick small pieces of coloured paper onto it to create a patchwork elephant like Elmer. Encourage the students to make their elephant different from anyone else's. Create a wall display of the patchwork elephants with captions that state each student's unique quality, skill, or interest. Captions can start with the expression “I am one of a kind because ...”.

Conclusion

Emphasise that we are the same as other people in some ways and different in other ways. This means everyone is a unique person.

Discuss what would happen if everybody wanted to play soccer at lunchtime, everyone ate tomato sandwiches for lunch, or everyone liked the same books. Stress the importance of being proud of who we are.

Share the Barney Song *Being Me*.

Ideas for alternate year

Read other books to explore diversity. Titles include:

1. *Giraffes Can't Dance* by Giles Andreae
2. *It's OK to be Different* by Todd Parr
3. *Thelma the Unicorn* by Aaron Blabey

As a class explore ways that we can celebrate our differences. Plan and hold an event, such as a dress-up day or a multicultural performance.

My whānau

Learning outcomes

- Students will describe themselves and their place in their whānau.
- Students will explore diverse family structures.

Suggested time allocation

One hour

Resources

- Books that portray different family structures. Examples are *The Family Book* by Todd Parr or *The Great Big Book of Families* by Mary Hoffman
- Paper
- Crayons, felts, or paint

CURRICULUM LINKS

Underlying concepts

- **Hauora:** recognising and celebrating diverse whānau structures and the importance of taha whānau (social wellbeing) to our personal wellbeing.

Key competencies

- **Thinking**
- **Relating to others**
- **Participating and contributing**

LEARNING SEQUENCE

Getting started

Read several books that portray different families and family members, for example *The Family Book* by Todd Parr or *The Great Big Book of Families* by Mary Hoffman.

As a class, discuss the question: “What is a whānau?” Emphasise that no two families are the same.

It is important that students understand that family means different things to different people. In Māori culture, whānau often encompasses extended family members and great importance is placed on ancestors.

Development

Stand up / sit down activity. Select family features, using the suggestions below as prompts. Adapt these to suit the family contexts of your students.

LEARNING SEQUENCE

Stand up if you:

1. are the oldest child in your family
2. are the youngest in your family
3. have a baby in your family
4. have a sister
5. have a brother
6. live with a mum and a dad
7. live with a mum
8. live with a dad
9. live with two mums
10. live with two dads
11. live with a grandparent
12. have a whāngai
13. have an uncle who lives with you
14. have twins in your family
15. are an auntie or an uncle
16. have more than six people in your family.

Discuss what the students noticed in the activity.

Have the students draw or paint their families.

In pairs or small groups, invite the students to share their pictures, identifying the members of their families. Some students might spend time in two different families and should be encouraged to describe themselves in relation to both. Students may identify with whakapapa or family tree.

Students sometimes mention family members who have died and question whether to include them in drawings. It is important that students understand that these people are still family members. In te ao Māori the deceased are usually acknowledged before the living and some may refer to them as if they are still alive.

Conclusion

Have the class sit in a circle and invite each student to describe one interesting fact about their family.

Encourage the students to identify an aspect of their family that might be different from everyone else in the class, such as, “I am the youngest of four brothers”, “I live with my auntie”, or “My grandparents live with me”.

Idea for alternate year

Plan and hold a family event at school to celebrate whānau. It could be a breakfast hui, a sports day, a Matariki celebration, Grandparents Day, or a BBQ dinner. Involve the students in preparing for and running the event.

Gender roles

Learning outcomes

- Students will describe themselves in relation to their gender.
- Students will explore diverse gender roles.

Suggested time allocation

45 minutes

Resources

- *Activity pictures (Appendix 9)*
- *Princess Smartypants* by Babette Cole
- *Ho'oani Hula Warrior* by Heather Gale

CURRICULUM LINKS

Underlying concepts

- **Hauora:** building a sense of personal identity and self-awareness to enhance taha wairua (spiritual wellbeing).
- **Socio-ecological perspective:** examining social and cultural influences on gender roles.

Key competencies

- **Relating to others**
- **Participating and contributing**

LEARNING SEQUENCE

Getting started

Distribute the *activity pictures (Appendix 9)* to each student. Have them colour in and cut out the three activities they like to do best from the selection of pictures. Ask them to write their name at the top of each chosen picture.

Place one picture of each activity across the floor or on the wall. Have the students place their three pictures underneath the corresponding laid out pictures.

Have the class observe the pictures and answer these questions.

- Which activity is the most popular?
- Are there some activities that some groups of people enjoy more than others?

If the students agree that all boys or all girls do like certain activities, provide examples of activities you like that do not reflect the stereotypes. Encourage the students to recognise that some people may not feel like a boy or a girl but can still have favourite activities too.

It is important that no one feels left out of this activity because they may not feel they fit a particular gender. Gender refers to the gender a person identifies with. For example, girl, boy, both, woman, man, non-binary, transgender, takatāpui, queer which may or may not match their biological sex.

LEARNING SEQUENCE



Asking students to work in boy and girl groups can result in some students being allocated to a group to which they don't feel they belong. Explore inclusive ways of grouping students. Although you can't make any assumptions about the identities of your students, you may be aware of some students whose gender identity is different from their biological sex. Ensure that all students feel included at all times.

Our gender should make no difference to our choices about things we like or want to do.

Share the story *Princess Smartypants* by Babette Cole.

Ask questions about the story:

- How do most princesses behave in stories?
- How is Princess Smartypants different?
- Is Princess Smartypants happy being different?
- Is it OK to be different?
- Is there something that you would love to do but for some reason don't?
- Could you be like Princess Smartypants and do these things anyway?



You could invite parents who work in non-traditional roles to visit your class and talk about their jobs. They could share how their gender does not affect their ability to do their job well.

Conclusion

Emphasise that our gender doesn't determine what we have to like, dislike, or how we have to behave. It is OK to be different.

Ideas for alternate year

Read *Ho'oani Hula Warrior* by Heather Gale

- What activities did the other people say were just for kāne?
- What did Ho'oani do?
- Is Ho'oani happy being different?
- Is it OK to be different?
- Is there something that you would love to do but for some reason don't?
- Could you be like Ho'oani and do these things?



Theme 3:

Relationships

Ngā whanaungatanga

Relationships are a vital component of health and wellbeing. You can help your students develop skills to form healthy relationships.

To interact positively with others, students need to recognise the critical elements of friendship, understand the meaning and importance of respect, and be able to clearly express their feelings.

Students need to develop an awareness of how their feelings are affected by the actions of others, and how their own actions might influence others. By helping students become aware of the importance of roles and responsibilities in relationships, you can enhance their sense of belonging and self-worth.

Respect for others

Learning outcomes

- Students will discuss the meaning of respect.
- Students will demonstrate ways of showing respect to others.

Suggested time allocation

45 minutes

Resources

- *Star template and theme labels (Appendix 2)*
- *Do Unto Otters* by Laurie Keller
- Paper and felt pens
- *All About Respect* song

CURRICULUM LINKS

Underlying concepts

- **Attitudes and values:** developing attitudes of respect, and of care and concern for themselves and other people.
- **Socio-ecological perspective:** recognising the shared responsibility of maintaining a respectful environment and actively contributing to the wellbeing of others.

Key competencies

- **Relating to others**
- **Participating and contributing**

LEARNING SEQUENCE

Getting started

Explain to the students that we are exploring a new theme (Relationships Ngā whanaungatanga) where we will develop skills to form healthy relationships and learn about our feelings and needs, and family roles. Place the *third whetū (star) (Appendix 2)* onto the landscape wall display with the label *Relationships Ngā whanaungatanga (Appendix 2)*.

Write the word “respect” on the board.

Explore these questions with your class:

1. What does “respect” mean?
2. Have you heard this word being used?
3. Where have you heard it?
4. Who was using it?
5. What were they talking about?

LEARNING SEQUENCE

You could link the idea of respect to the Māori concepts of *kotahitanga* and *mana*. By showing respect you are giving mana to yourself and others and you are helping to develop kotahitanga in your class, school, whānau, and community.

Development

Link the concept of respect to your school's values and your classroom culture. You might want to use the *poster of a harakeke plant (Appendix 3)* from *Theme 1: Activity 2* to explain how you show respect to each other in the classroom. Discuss the importance of respect for people's bodies, library books, school sports equipment, and other people's things. Note that respect means caring, valuing, and looking after.

Have the students think about and discuss the sorts of things they show respect for at home. These might include visitors, pets, private spaces, books, electronic equipment, and precious items such as ornaments and photographs. How do they show that they respect those things?

Share the story *Do Unto Otters* by Laurie Keller, a book about manners. Explain that the ideas in the story are ways that we can show respect to others. Ask the students:

- How does Mr Rabbit learn to treat the otters?
- What different ideas does he come up with?
- What does the phrase "Do unto others as you would have others do to you" mean?

Listen to the *All About Respect* song and talk about the different respect stories in the song.

As a class, come up with ways that the students can show respect to other people in their class, school, and families. List these and display the list on a wall or board. Add to the list over coming days as the students recognise different respectful behaviours.

Have the students draw a picture of themselves carrying out one of the ideas from the list or take photos. They can caption their pictures and collate them into a class book about respect.

Conclusion

Read the class book together and discuss what is happening in each picture. Ask if anyone has shown respect in these ways today. Ask if anyone has shown respect in other ways. Add any further ideas about how to show respect to the class list.

Being a good friend

Learning outcomes

- Students will explore and share ideas about making new friends.
- Students will explore strategies of being a good friend.

Suggested time allocation

45 minutes

Resources

- Teddy bear, puppet or similar
- *Friendship scenario cards (Appendix 10)*

CURRICULUM LINKS

Underlying concepts

- **Attitudes and values:** developing attitudes of care and concern for other people through applying manaakitanga.
- **Socio-ecological perspective:** recognising the need for mutual care and shared responsibility of friendships and actively contributing to the wellbeing of others

Key competencies

- **Relating to others**
- **Participating and contributing**

LEARNING SEQUENCE

Getting started

Introduce the activity by announcing that a new person is joining the class.

As a class, brainstorm how the new person might be feeling. Remind the students of their first day visiting the classroom for a pre-school visit, or their first day at school.

Pair-share ideas about how they could make the new person feel welcome. Discuss their ideas as a class. This is an excellent opportunity to revisit the students' *pepeha (Appendix 6)* from *Theme 2: Activity 2*. Every student, including the new person, can have a turn to say who they are and where they are from.

Development

Introduce a teddy bear or a puppet as the new person in the class. Ask the class:

- What could we say to the bear/puppet to help it feel welcome?
- What can we do to help new students in our class feel welcome?
- If we would like to be a new student's friend, what might we say or do?

LEARNING SEQUENCE

Have the students share what they like to do with their friends. Make a list of the games they play together and how they feel when they are playing together.

Distribute the *friendship scenario cards (Appendix 10)* to small groups and ask the students to discuss each image, considering what might have happened. Suggest they talk about what the person on each card might be feeling. Have them suggest what a good friend could say to that person or do for them.

Ask the students in small groups to choose one scenario and to role-play the scene to demonstrate what a good friend would do.

Conclusion

At the end of the activity, invite the students to name one of their friends or whānau and describe one way that they can be a good friend to them.

Ideas for alternate year

Plan and hold a friendship play session at school where the students are invited to bring along toys and games from home that they can share and play with with their friends and classmates. Several classes could work together during the friendship session or it could be a whole-school event.

Encourage the students to interact positively with each other and connect with new people during the session.

Expressing my feelings

Learning outcome

Students will use “I” statements to express ideas and feelings.

Suggested time allocation

45 minutes

Resources

- Puppets (ideally with moving mouthparts)
- *Koru jigsaw template (Appendix 11)*, printed on card and cut along the dotted lines into pieces
- *In My Heart – A Book Of Feelings* by Jo Witek

THEME 3 Activity 3

CURRICULUM LINKS

Underlying concepts

- **Hauora:** developing an ability to express thoughts and feelings to enhance taha hinengaro (mental and emotional wellbeing) and responding appropriately to the thoughts and feelings of others.
- **Health promotion:** developing communication skills to enable them to express their needs and listen to those of others.

Key competencies

- **Managing self**
- **Relating to others**

LEARNING SEQUENCE

Getting started

Use a puppet to model different ways of asking others if you can join in a game.

In the first demonstration have the puppet look away from the person they are speaking to, mumble, and whine.

“Hemi, I want to play with you today. If you don’t let me, you’re really mean.”

Puppet looks to class and in a soft, whiney voice complains,

“No-one wants to play with me. Why won’t they play with me? Can you help me?”

“Can you play with me?”

Students share ideas about what the puppet needs to do to get friends to play with him.

LEARNING SEQUENCE

Development

Facilitate a class discussion on how the puppet could communicate more effectively.

Model use of “I” statements. Emphasise the importance of body language (looking at or towards the person), tone of voice (speaking in a clear, happy voice) and language choice (asking politely).

The puppet faces and looks towards a student, speaks clearly, and uses the student’s name

“Hemi, I am feeling lonely and would like to play with you at lunchtime today. Is that okay?”

Have the students work with a buddy to practise the use of “I” statements to ask if they can join in a game.

Repeat the conversation sequence, this time using the puppet to demonstrate active listening skills. Emphasise the importance of looking towards someone who is speaking to you and waiting for them to finish before speaking.

Discuss with the students what they could do if someone says “no” when they ask if they can join in. Identify a range of strategies, such as finding others to play with or finding an activity they can do on their own.

Inform the class that the puppet is forgetful and there will need to be a koru on the wall so that the puppet remembers how to express its feelings.

Together identify ideas for the puppet and write them on cut-out pieces from the *koru jigsaw template (Appendix 11)*. When the individual jigsaw pieces are linked and pasted onto a sheet of paper they will form a koru.

Conclusion

Using the cues on the koru jigsaw, have the students take turns using the puppet to model “I” statements and express ideas and feelings. Observing students can describe what the puppet has done well.

Ideas for alternate year

Read *In My Heart – A Book Of Feelings* by Jo Witek. Have the students choose a feeling from the book and draw a picture of themselves feeling this way. Work with the students to caption their drawings. Examples of captions might be “I feel brave when I go to the dental nurse.”, “I feel sad when I have to say goodbye to my nanny and koro”.

Create a wall display of the pictures.

Emphasise that it is okay to experience a range of feelings. Discuss with the students what they can do when they feel sad, angry, or lonely. Record their ideas in a class book or on a wall display so that they can refer to them when coping with challenging feelings.

How is JJ feeling?

Learning outcomes

- Students will describe a range of emotions.
- Students will explore how thoughts and feelings are affected by other people's comments and actions.

Suggested time allocation

45 minutes

Resources

- A picture book about feelings – *How Do You Feel?* by Anthony Browne and *My Friend is Sad* by Mo Willems are good examples
- One sheet of *emojis (Appendix 12)* for each student
- The story, *What a Day! (Appendix 13)*

CURRICULUM LINKS

Underlying concepts

- **Hauora:** developing an ability to express thoughts and feelings to enhance taha hinengaro (mental/emotional wellbeing) and responding appropriately to the thoughts and feelings of others.
- **Socio-ecological perspective:** identifying and reflecting on the ways thoughts and feelings influence behaviours.

Key competencies

- **Managing self**
- **Relating to others**

LEARNING SEQUENCE

Getting started

Read *How Do You Feel?* by Anthony Browne or another book on feelings. Discuss the feelings portrayed in the story. Ask the students if they have ever felt these emotions and discuss when, and why they felt like that.

Development

Give each student a sheet of *emojis (Appendix 12)*. Talk about the different emotions that are depicted by each face on the sheet. Students might use a range of words to describe one emoji.

LEARNING SEQUENCE

Use the following words in te reo Māori to describe feelings:

harikoa – happy

pōuri – sad

kiriweti – grumpy

riri – angry

aroa – love

whakamā – embarrassed

Explain to the students that our feelings change all the time. For example, we may be sad about something, then something happens to make us laugh and we feel happy.

Sadness, grumpiness, and anger are not negative emotions. It's important to acknowledge that all feelings are okay. What is important is that the feeling is identified and that we have positive strategies to manage our feelings.

Have the students look at the emoji symbols and point to the expression that best describes how they feel right now. They can share their choice with a buddy and explain to them why they feel this way.

Explain that you are going to read a story about JJ, a child of their age. Lots of things happen to JJ that might change the way he feels. At points in the story you will stop and ask the students to point to the emoji that they think best describes how JJ is feeling.

Read the story, *What a Day! (Appendix 13)* to the class.

At the end of the story have the students come together on the mat to discuss the story further. Use these questions as prompts:

- What feelings did JJ have in the story?
- Why did JJ's feelings change through the day?
- What things made him feel happy?
- What things made him feel sad?
- What things made him angry?
- How did other people's actions affect his feelings?
- What can we do at school if we are feeling sad or angry?
- What can we do at school if a classmate is feeling sad or angry?
- What can we do at home when we experience these emotions?

Conclusion

Write a list on the board of the students' ideas for managing "not so good" feelings. These might include taking deep breaths, having a drink of water, counting to ten, thinking of happy times, playing a game, relaxing, taking time to stop and look at the sky, or chatting with a friend about something funny. It is important to affirm the students for having positive strategies to deal with challenging feelings.

How I can help my whānau?

Learning outcomes

Students will explore and share ideas about roles and responsibilities in the family.

Suggested time allocation

45 minutes

Resources

- Books that depict family members taking on roles and responsibilities. Examples include the Ready to Read titles, *The Great Car Clean Out*, *Helping at the Marae*, *At the Market*, and *Simi Helps*
- *My responsibilities at home template (Appendix 14)*

CURRICULUM LINKS

Underlying concepts

- **Attitudes and values:** showing care and concern for their whānau by taking on roles and responsibilities.
- **Health promotion:** making a positive contribution to the wellbeing of their whānau.

Key competencies

- **Managing self**
- **Relating to others**
- **Participating and contributing**

LEARNING SEQUENCE

Getting started

Read several books that depict family members taking on roles and responsibilities. These Ready to Read titles are appropriate.

- *The Great Car Clean Out*
- *Helping at the Marae*
- *At the Market*
- *Simi Helps*

Discuss the jobs that the characters do in the stories. Are there any jobs that some of the characters are not allowed to do? Why not?

LEARNING SEQUENCE

Development

Have the students brainstorm the roles and responsibilities in their families. Create two lists on the board.

Encourage the students to consider and question gender roles. Ask, for example, "Who mows the lawn?" "Who does the cooking?" "Is this the same in all our families?"

Gender roles can be different in different cultures and in different families. Avoid making generalisations and encourage students to see diversity in gender roles.

As a class consider and discuss these questions:

1. What can a baby do around the house?
2. What will you be able to do when you turn six or seven?
3. Why is it important to have jobs and responsibilities?
4. What jobs should only an adult do and why?

Have the students, in groups of three or four, discuss:

1. the jobs they do now
2. why it is good to help out
3. what they could do around the home that they are not doing now.

Give each student a copy of the *My responsibilities at home template (Appendix 14)*.

Have the students draw or record some jobs that they could do to support the family before school each day, after school, and in the weekend.

Conclusion

Have the students take their worksheets home to share with their family and whānau. Encourage them to adapt or add ideas to the worksheet and support their children to regularly carry out some of the responsibilities on their lists.

Jobs I do	Jobs that other people in my family do
Feed the cat	Vacuuming
Put away the dishes	Cooking
Make my bed	Clean the bathroom
Play with my baby brother	Put out the garbage
Put my clothes in the washing machine	Gardening
	Sweep the kitchen
	Hang out the washing



Theme 4:

Growing and changing

Te tipu me te huri o te tangata

It is important that students understand how their bodies work and grow so that they can take care of themselves and feel comfortable with changes. Learning the correct terminology for body parts helps students communicate and ask questions with confidence. An important part of growing up is learning how to care for and clean our bodies. This includes exploring hygiene habits and understanding the benefits of exercise.

How my body moves

Learning outcomes

- Students will engage in physical activity and understand the benefits of exercise.
- Students will investigate how our bodies move.

Suggested time allocation

45 minutes

Resources

- *Star template and theme labels (Appendix 2)*
- Videoed audio recording of the Ready to Read title, *Keep Trying* by Jane Buxton
- Equipment for movement activities, such as a music player, long ribbons, parachute, poi, balloons
- *Ka taea e au* song
- *E rere taku poi* song and *lyrics*

CURRICULUM LINKS

Underlying concepts

- **Hauora:** exploring a range of physical activities and how taha tinana (physical wellbeing) contributes to our overall wellbeing.
- **Health promotion:** developing skills to take care of their bodies and wellbeing.

Key competencies

- **Managing self**
- **Participating and contributing**

LEARNING SEQUENCE

Getting started

Explain to the students that we are exploring a new theme (Growing and changing Te tipu me te huri o te tangata) where we will learn how our bodies work and grow so that we can take care of ourselves and feel comfortable with changes. Place the *fourth whetū (star) (Appendix 2)* onto the landscape wall display with the label *Growing and changing Te tipu me te huri o te tangata (Appendix 2)*.

Read *Keep Trying* by Jane Buxton. As a class, discuss these questions:

- What different activities are in the story?
- How does the boy get better at the activities?
- Were you surprised that Dad couldn't skip? Do grown-ups keep learning new things?

LEARNING SEQUENCE

- In what different ways do the characters move their bodies? What parts of the body need to move?
- What movement activity did you find hard to learn? How did you get better?
- How does moving and exercising our bodies help our bodies and our minds?

Development

Take part in a range of movement activities as a whole class or in small groups. You could run a rotational programme with other classes where the students move through a sequence of activities to experience a range of movement patterns. Ensure that the activities encourage different ways of moving, including dancing, skipping, jumping, hopping, throwing, catching, and running.

Some students in your class may not be able to move as easily as others due to different abilities or skill levels. Encourage students to accept differences in movement abilities and to support each other.

Suggested movement games:

Move to music

Play a wide range of music and prompt the students to move or dance in response to the different musical rhythms. You could give each student a long piece of ribbon to wave as they move.

Wī

Wī is a game similar to tag. One student who is “in” chases another student, the kiore (rat), attempting to papaki (tag) them. The kiore weaves through the other students, who stand in circles or in lines. The person who is “in” must follow the same route as the kiore. Once the kiore is tagged, the chaser can take on the role of the kiore and another student can be chosen to be “in”.

Ka taea e au

Listen to *Ka taea e au*, a song about different ways that we can move our bodies. Have the students make up dance movements to match the lyrics in the song.

Parachutes

Use a large fabric parachute and ask students to move the parachute up and down in time with each other, bounce balls on the top of the parachute, sit underneath the parachute, and so on.

E rere taku poi

Using a set of poi, sing *E rere taku poi* and encourage students to move their poi up, down, and from side to side. The lyrics to the waiata are available [here](#).

If your school doesn't have poi you might like to get your students to work collaboratively with a senior class to make some. This [video](#) takes you through the process step by step.

Balloon catch

Pair your students and have them pass a balloon backwards and forwards to each other. They can count how many passes they can do before the balloon hits the ground.

LEARNING SEQUENCE

At the end of the movement activities come together as a class to discuss these questions:

- What activities did you find difficult?
- What activities did you find easy?
- Did you get better at a particular activity?
- What parts of your body did you need to move for each activity?
- What was your favourite activity and why?
- Why is it important to do exercise?
- What feelings do you experience when you exercise and play with others?
- What movement games could you play at lunch time with your friends?
- What equipment and space do you need for these games?
- How can you include others in the games?

Conclusion

Emphasise the importance of moving our bodies to keep them fit and healthy and to practise new movement skills. Explain that exercise also helps us to feel positive emotions such as happiness, peace, and pride. Provide students with equipment and space at lunch time so that they can continue to enjoy movement games together.

My growing body and the things it can do

Learning outcomes

- Students will discuss the changes in their bodies from birth to adulthood.
- Students will identify things that they can do now and set goals to work on.

Suggested time allocation

45 minutes

Resources

- *Items representing different stages of growth (Appendix 15)*
- Photographs, toys, clothing, and utensils from home or pictures from magazines
- *My goal template (Appendix 16)*

CURRICULUM LINKS

Underlying concepts

- **Hauora:** exploring the physical body, its growth and development.

Key competencies

- **Thinking**
- **Managing self**

LEARNING SEQUENCE

Preparation

Ask parents and whānau for photographs of the students when they were babies and toddlers. Photographs could be emailed to the class in digital format or you could colour photocopy originals. You could also encourage your students to bring to class any toys that they played with when they were younger or any “treasures” that their whānau may have kept (identity bracelets from the birth hospital, baby booties or shoes, feeding bowls.) Alternatively, you could use magazines and catalogues, with pictures of babies’ and children’s clothes, toys, and games that the students could cut out.

Getting started

Distribute to individual or pairs of students copies of the images of a number of *items representing different stages of growth (Appendix 15)*.

Have them arrange these items on a timeline representing the different ages at which they would be used.

For example, *1 month › 6 months › 1 year › 3 years › 5 years › 10 years › 15 years*.

Emphasise that growth is different for everyone. For example, one person might grow more in height while at primary school and another later on when they are at secondary school.

They can share their reasons for the placement of particular items.

LEARNING SEQUENCE

Development

If the students have brought photos and items from home, have them as a class or in small groups place the items in order of developmental age on an imaginary timeline on the floor. They can then discuss and explain their reasons for the order they have chosen. Encourage students to ask each other questions about their items and photos and about what they were able to do at various ages.

Alternatively, students either individually or in groups can cut out pictures from magazines and catalogues and place these in a developmental timeline.



You could invite whānau to bring their babies or toddlers to visit the class. Students could observe the infants and interview the parent to find out what they can and can't do, what they eat, and how they like to play.

As a class, discuss why we do different activities at different ages. Focus on changes in body size and the development of the body and brain that allow a person to do progressively more difficult things. Have the students consider what they can do now that they could not do as a baby. What can they do now that they couldn't do when they started school? Consider fine motor skills, such as writing, as well as gross motor skills, kicking a ball. Discuss how their bodies will grow and change over the next 10 years. What will they be able to do as adults that they cannot do now?

String a clothesline across the classroom or along the wall. Invite the students to peg items or photos in developmental order along the line.

Collate a list of new skills that the students have learnt in the past year, such as riding a bike, reading, performing handstands, dressing themselves, unpacking their bag at school.

Discuss students' feelings associated with learning and mastering new skills. For example, "I felt frustrated when I couldn't ride my bike" or "I felt very proud when I took my first reading book home". Emphasise the importance of practice, determination, and individual differences.

Encourage the use of te reo Māori vocabulary for feelings:

harikoa – happy
riri – angry
hōhā – annoyed
hiamō – excited
whakatakariri – frustrated
mokemoke – lonely
aroa – love
kūraruraru – puzzled
pōuri – sad
matau – scared
whakamā – shy

Conclusion

As a class, talk about the new skills the students hope to learn in the next year or two. Have the students draw a picture of one new skill that they would like to learn in the outline of a soccer ball in *My goal template (Appendix 16)*. They can add captions to explain their drawings. Create a wall display of the students' "soccer ball" illustrations placed inside a soccer net or between goalposts. Headline the display "Goals we are working towards". Students can record their progress by placing sticky notes on their ball.

My body parts

Learning outcomes

- Students will identify and name their body parts.
- Students will identify private body parts.

Suggested time allocation

45 minutes

Resources

- *Heads, Shoulders, Knees and Toes* song
- *2-3 body outlines (Appendix 17)*, enlarged and printed on A3 paper
- *Body part labels (Appendix 18)*
- *Help kids learn how babies are made (with Foxy)* video
- Coloured paper to create paper outfits for each body outline

CURRICULUM LINKS

Underlying concepts

- **Hauora:** exploring the physical body including private body parts.

Key competencies

- **Thinking**
- **Relating to others**

LEARNING SEQUENCE

Getting started

Bodies are all different and have many variations. Some people are born with these differences, and they can also be the results of accidents or illnesses. Some people are born with body parts that are not completely male or female. This is called “intersex”. The differences may be inside or outside of their bodies, or both. People who are intersex identify across the gender spectrum, and some may identify outside of male or female definitions. All bodies need to be acknowledged and celebrated through these activities.

Sing *Heads, Shoulders, Knees and Toes* in English, Sāmoan and Māori.

Brainstorm the visible body parts that all people have (heads, legs, arms, nipples, and so on). Write these on the board.

The students should be encouraged to pronounce the *Māori names for body parts*. This lesson is also an opportunity for students to learn the names of parts of the body in other languages.

Local iwi may use different names for some body parts. Please check with your local community.

LEARNING SEQUENCE

Development

Explain that some body parts are private, meaning we do not usually show them to other people. These parts are usually covered by clothes.

Some people are embarrassed to say the technical or correct names for these body parts and sometimes families give them different names that they feel more comfortable with. Let students know that it is fine to use these names with their family, but in class we are going to use the formal or correct names for all the body parts. We need to know the technical or correct names for these parts of the body as not everyone will know the names our families and friends might give to them.

Have the students name these private body parts (for example, breasts, nipples, vulva, penis, testicles, scrotum, bottom). It is important to use the term vulva, rather than vagina, when describing female body parts that are on the outside of the body. If students use the term “vagina”, simply state that girls do have vaginas but the vagina is inside the body and we cannot see it. The area of the girl’s body, where the vagina goes in, is called the vulva.

Have two or three *body outlines (Appendix 17)* enlarged and printed on A3. Pair the students. Starting with one of the bodies, give each pair one of the *body part labels (Appendix 18)*.

After discussing where the label should be placed on the body, have the students place the label on the body (without yet sticking it down). Explain that everyone’s private parts look different just like everyone has different faces. Everyone’s body is unique and special. Some people’s bodies don’t have typical “boy” or “girl” parts and that is OK.

When the pairs have finished, have the class check where the labels have been placed and discuss whether they agree with the positions chosen or they would like to change them. The students glue their label to the body outline.

Repeat this process with the other body outlines. If students want to show body diversity, this should be encouraged. If time is an issue, one half of the class could work on one body outline while the other half works on another.

This could be a good time to explain how reproduction works. This video, *Help kids learn how babies are made (with Foxy)* will be useful in explaining the basics of how a male body and a female body after it develops can create new life.

Have the students use coloured paper to draw items of clothing to fit their body outlines. Model how they will need to include tabs on the clothing items so that they can attach the clothes to their body outlines. Students can then cut out their clothes and attach them to their outlines.

Creating paper outfits for the bodies is a perfect opportunity to weave in a discussion about gender stereotypes. What clothes should we dress this person in? What colours might this person like to wear? Where do messages come from about what boys and girls should wear and do we have to follow these messages? Encourage students to recognise that some peoples’ biological sex is different to their gender identity. For example, someone born with a penis may identify as a girl

Conclusion

Display the bodies on the classroom wall with their paper clothes attached. This allows students to lift up the clothing to check body parts while ensuring no one is offended or embarrassed by the images of naked bodies on the wall.

How do we care for our bodies?

Learning intentions

Students will describe how to clean and care for their bodies.

Suggested time allocation

45 minutes

Resources

- *Whiffy Wilson* by Carly Hart (or another book about the need to wash and keep clean)
- Small pieces of paper
- *Body outline (Appendix 17)*
- *Body care items (Appendix 19)*

THEME 4 Activity 4

CURRICULUM LINKS

Underlying concepts

- **Health promotion:** developing skills to care for and clean their bodies.

Key competencies

- **Managing self**

LEARNING SEQUENCE

Getting started

Read *Whiffy Wilson* by Carly Hart, asking these questions:

- What does the word “whiffy” mean?
- What did Whiffy do that made him whiffy?
- What makes people whiffy?

You can read other picture books that explore cleanliness and hygiene. Suggested texts include:

- the *Dirty Bertie* books by David Roberts
- *Mrs Wishy-Washy* by Joy Cowley.

Introduce why it is important to care for the body. Discuss germs, infection, and smells. Introduce the idea of taking pride in our appearance.

Development

Using the bodies from the previous lesson (*Appendix 17*) and *body care items (Appendix 19)* (several pictures of each) ask the students to identify parts of the body that need to be cleaned and discuss what body-care items could be used cleaning them. Encourage the students to describe and draw body-care items that they use at home that aren't represented in the images.

Have the students glue the body-care items next to the appropriate parts of the body. Attach the completed body-part outlines to the wall.

LEARNING SEQUENCE

Conclusion

Have the students draw a picture of themselves washing a part of their body. They can caption their drawings to explain what is happening in the illustrations.

Use the drawings to create a class book, titled Ways that We Keep our Bodies Clean.



Theme 5:

Staying safe

Te noho haumaru

It is important that students learn a range of skills that they can use when interacting with others so that they can feel confident, empowered, and safe. This includes being able to recognise and challenge bullying behaviour, speak up for themselves and others, and identify safe and unsafe touching. Students also need to be aware of who can help and support them in their community.

Standing up for myself and others

Learning intentions

Students will be able to recognise bullying behaviour and will develop strategies to stand up for themselves and others.

Suggested time allocation

45 minutes

Resources

- *Star template and theme labels (Appendix 2)*
- *Chrysanthemum* by Kevin Henkes
- *Unkindness and bullying scenarios (Appendix 20)*

CURRICULUM LINKS

Underlying concepts

- **Health promotion:** developing skills and taking action to support themselves and others when being bullied.
- **Attitudes and values:** developing attitudes of respect, and of care and concern for themselves and other people when being bullied.

Key competencies

- **Managing self**
- **Relating to others**

LEARNING SEQUENCE

Getting started

Before you begin this activity, you might like to consult your school policy on bullying prevention to check any procedures, values, or programmes specific to your school that your students need to know about. *Bullying Prevention and Response – A Guide for Schools* (MOE) provides practical information for schools to support the effective prevention and management of bullying behaviour.

Explain to the students that we are exploring a final theme (Staying safe Te noho haumarū) where we will learn a range of skills to use when interacting with others so that we can feel confident, empowered, and safe. Place the *final whetū (star) (Appendix 2)* onto the landscape wall display with the label *Staying safe Te noho haumarū (Appendix 2)*. Explain that we have now completed the Southern Cross constellation and that this final theme will help us in our lifetime journey of growth.

Read *Chrysanthemum* by Kevin Henkes.

As a class discuss the story asking these questions:

- Why do you think the class laughed when Mrs. Chud took the roll?

LEARNING SEQUENCE

- Would you have laughed at Chrysanthemum, even though it hurt her feelings?
- Do you think Chrysanthemum should feel badly about her name?
- What would you do if you were Chrysanthemum?
- What would you do if you were in Chrysanthemum's class?
- Have you ever felt sad because of what somebody else said? What did they say and how did it make you feel?

You can read other picture books that explore meanness and bullying. Suggested texts include:

- *Stick and Stone* by Beth Ferry
- *Willy the Wimp* by Anthony Browne.

Development

Write the word “bully” on the board and ask the students if they know what the word means. Have they heard the word before? Where did they hear it? Who was using it? What were they talking about? Come up with a class definition of bullying. You can use the picture books shared earlier in this activity to illustrate bullying behaviour. Be sure to emphasise the difference between being unkind and being a bully.

It is important that students recognise the difference between being unkind and being a bully. Bullying is deliberate and repetitive behaviour that often involves an imbalance of power, (physical strength, age, popularity). Bullying can be physical (hitting, kicking), verbal (name calling, insults), or covert (spreading rumours, staring at someone). Students need to learn strategies for dealing with bullying and unkind behaviour.

Read some of the *Unkindness and bullying scenarios (Appendix 20)* to students. Have the students decide whether each story shows bullying behaviour or unkind behaviour. Have them give their reasons for their answers.

Emphasise that we all deserve to be treated with care and respect and it is important to stick up for ourselves and others. Encourage the students to come up with ideas on how they could deal with each scenario. What could they say? What could they do? Introduce the phrase “No, Go, Tell” to students explaining that if they are being bullied, they need to:

- say **no** and tell them to stop
- **go** to a safe place where there are other people
- and if it doesn't stop, **tell** an adult or an older student they trust.

Explain to students that if they see someone being unkind or somebody being bullied, then they have a responsibility to do something. Read some of the scenarios that involve a bystander or a witness. How could the bystander/witness respond to the situation?

Encourage students to practise phrases they can use to stand up for themselves and others. For example, “*Stop it, I don't like it.*” “*Leave them alone or I will tell the teacher.*”

Brainstorm a list of people in the school and wider community who students can go to for help if the bullying doesn't stop.

As a class or in small groups, choose one scenario and work in small groups to act out the scene to demonstrate strategies to deal with the behaviour.

LEARNING SEQUENCE

Conclusion

As a class, view *Oat the Goat*, an interactive, pick-a-path story about bullying and kindness. Oat the Goat is available in both te reo Māori and English.

Talk with students about making choices. Should they laugh at someone? Ignore them? Stand up to them? Or include them and be kind? Point out the positive behaviour in the story as well as the poor behaviour.

Idea for alternate year

Invite an older class to work with your students to produce an anti-bullying video to share with the school. Have the students share messages about why bullying is not OK and give advice on what you can do if you do get bullied.

My body is mine

Learning outcomes

- Students will understand that their body is their own and they can decide what to do with it.
- Students will develop strategies to keep themselves safe.

Suggested time allocation

30 minutes

Resources

- *Consent for kids* video
- *We are in charge of our bodies template (Appendix 21)*, one per student

CURRICULUM LINKS

Underlying concepts

- **Health Promotion:** developing knowledge and strategies that empower them to take ownership of their bodies, giving and receiving consent, and keeping themselves safe.

Key competencies

- **Thinking**
- **Managing self**
- **Relating to others**

LEARNING SEQUENCE

Getting started

As a class, view *Consent for kids* up to 1:30. Discuss the messages in this section of the video and what the word “consent” means.

Development

Emphasise to the students that they are in charge of their own bodies and they can make their own decisions about what to do with their bodies. As a class, discuss how you would feel if:

- your friend wants to hug you when you are sitting on the mat
- your mum wants you to give your uncle and auntie a kiss goodbye
- your sister or brother wants to play fight with you while you are playing a game
- your neighbour asks you to cuddle up close while they share a story with you.

Explain to the students that it is OK for them to have a different answer from their classmates. We are unique with different emotions and preferences. It is OK to make different decisions about what to do with our bodies based on what we like and how we feel.

LEARNING SEQUENCE

Have the students discuss what they could do if somebody asked them to do something with their body that they didn't want to do. Write down words and phrases that they could use and practise saying them with a buddy.

Conclusion

Give each student a *We are in charge of our bodies template (Appendix 21)* and ask them to colour the gingerbread person in so that it looks like them. Come together as a class and have students share their gingerbread people with each other. Staple or cellotape the gingerbread people together by the hands to create a long chain. Display the chain in the classroom with the headline "We are in charge of our bodies."

Safe and unsafe touching

Learning intentions

- Students will understand the difference between safe and unsafe touching.
- Students will describe what to do if they experience touch that hurts or touch that they don't like.

Suggested time allocation

45 minutes

Resources:

Safe Touch, Unsafe Touch video

CURRICULUM LINKS

Underlying concepts

- **Health promotion:** developing skills to take action if they are touched in unsafe ways and identifying who can help and support them
- **Attitudes and values:** developing respectful attitudes towards themselves and others.

Key competencies

- **Thinking**
- **Managing self**
- **Relating to others**

LEARNING SEQUENCE

Getting started

There is a possibility that this activity could prompt a student to disclose that they are being touched in unsafe ways. Make sure that you are aware of what to do if this happens. Check out your school policies on abuse and disclosure. This webpage from *Child Matters* offers advice on dealing with disclosures of abuse.

Have the students brainstorm a list of touches that make them feel safe and loved. It could include a hug, holding hands, having their hair brushed, and high-fives.

Invite the students to draw a picture of themselves enjoying a touch that they like. They can caption their illustrations to create a wall display or a class book about safe touching.

Development

As a class, brainstorm a list of unsafe touches – touches that hurt and touches that we don't like. The list might include bee stings, being kicked, being kissed on the mouth, and being pushed.

As a class talk about the signs that our bodies give us when we experience unsafe touches. We might feel pain, embarrassment, anger, confusion, or fear. Emphasise to students that they are the bosses of their bodies and that they need to listen to their bodies and take action if they are being hurt or touched in ways that make them feel scared, sore, or uncomfortable.

LEARNING SEQUENCE

View the video *Safe Touch Unsafe Touch*. Discuss the advice that Sarah gives if your private parts are touched. Allow the students to ask questions after viewing to make sure that their concerns or wonderings are worked through.

Go through the list of unsafe touches that the students brainstormed and ask the students what they could do to stop these touches happening. Revisit the phrase “No, Go, Tell”, explaining that if someone gives them an unsafe touch they need to say no (or something similar) in a loud voice, go to a safe place where there are other people, and tell an adult they trust.

Ask the students to suggest safe places where they could go and to name people who they could ask for help. Have the students draw a picture of a safe place and a person they trust. They can share their drawings in small groups.

In pairs, have the students role-play saying “no” to each other. Encourage them to say “no” in a loud and clear voice. Prompt them to come up with other words or phrases they could say to stop unwanted touching. “Stop”, “I don’t like that”, and “Leave me alone,” are useful responses. The students can practise saying these words and phrases in a strong voice with a buddy.

Conclusion

Cut out large letters that spell “No”, “Go”, and “Tell” and ask the students to paint or colour the letters in. Create a wall display of this phrase to remind students of the actions they can take to keep themselves safe.

Who can help me?

Learning outcome

Students will be able to identify people who can help them keep safe in their community.

Suggested time allocation

45 minutes

Resources

Paper and felt pens

CURRICULUM LINKS

Underlying concepts

- **Health promotion:** identifying who can help and support them in their community.

Key competencies

- **Relating to others**
- **Participating and contributing**

LEARNING SEQUENCE

Getting started

There is a possibility that this activity could prompt a student to disclose that they are being abused. Make sure that you are aware of what to do if this happens. Check out your school policies on abuse and disclosure. This webpage from *Child Matters* offers advice on dealing with disclosures of abuse.

Have the students brainstorm a list of all the people in our lives who help us. This could include family members, police officers, doctors, teachers, church leaders, friends, after school carers, coaches, dance teachers, and babysitters.

Invite the students to write a story about somebody who helps them and how they help them. They can share their stories in small groups.

Development

Introduce the word “trust” to students. Have they heard the word before? Where did they hear it? Who was using it? What were they talking about? Come up with a class definition of trust”.

Ask students to name a range of people they would trust to:

- walk them home
- look after their favourite toy
- feed their pet
- give them a ride to dancing
- tuck them into bed.

LEARNING SEQUENCE

Conclusion

Buddy your students up with students from an older class. Have the older student trace around the hand of their younger buddy and write the name of somebody they can trust to ask for help on the hand outline, using a black felt pen. Emphasise to your students that their older buddies are acting as “helping hands” in this activity. These older buddies might be someone they can go to for help at school.

Have the students discuss and practise the words that could be used when asking for help. Your students can then colour in the hand and cut it out. Create a helping-hands tree or helping-hands flower by displaying the class set of hands on a trunk or stem.

Provide an opportunity to reflect on the learning journey experienced as a class. Encourage students to add to the landscape and to reflect on where their journey is likely to take them next and where they can find support.

Idea for alternate year

Have the students think of ways to thank people who have helped them in their community. They could write thank-you cards, host a “thank-you” morning tea, or invite them as special guests to a school assembly.

Introduction to staying safe online

Learning outcome

Students will identify ways to stay safe when they are online or using mobile phones.

Suggested time allocation

20 minutes

Resources

(online safety video for young children staying safe online)

- *Child Focus 'E-safety'*
- *5 Internet Safety Tips for Kids*

CURRICULUM LINKS

Underlying concepts

- **Health promotion:** develop cybersafety rules to help keep themselves and others safe.

Key competencies

- **Thinking**
- **Managing self**
- **Participating and contributing**

LEARNING SEQUENCE

Getting started

Have the students share their prior knowledge about keeping safe when using the computer or mobile phones. Record their ideas on a large piece of paper. Do the students have any questions or concerns about staying safe online? Record their questions.

Check out your school policies on cybersafety and digital citizenship to help guide this activity. Netsafe provides guidance around online safety for schools and parents.

Development

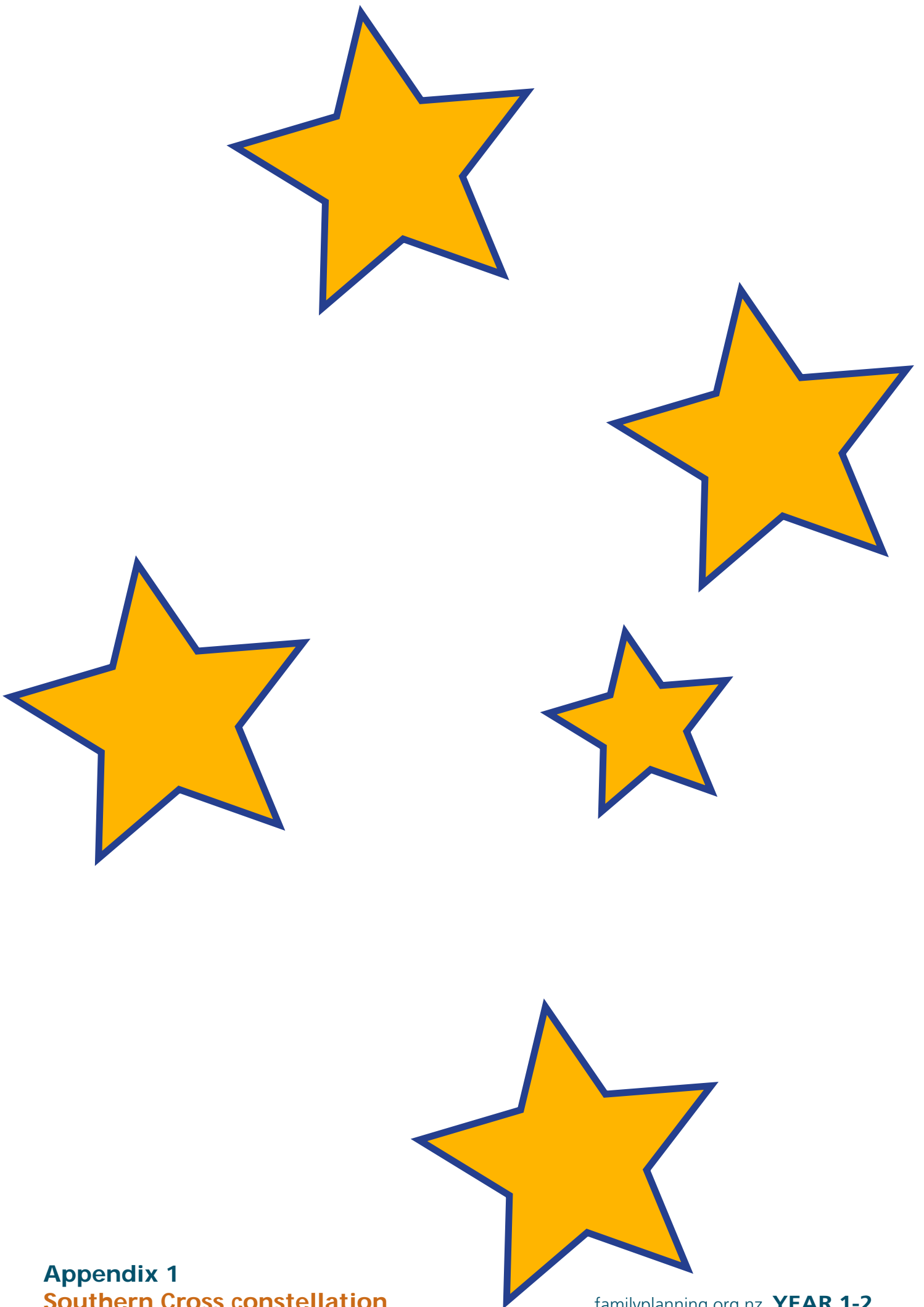
As a class, watch the two short YouTube videos... Ask students what rules they could use in the classroom and at home to stay safe when using a computer or a mobile phone. Rules could include: Don't open an email from someone who you don't know, never give out your personal information etc. These are examples of online consent.

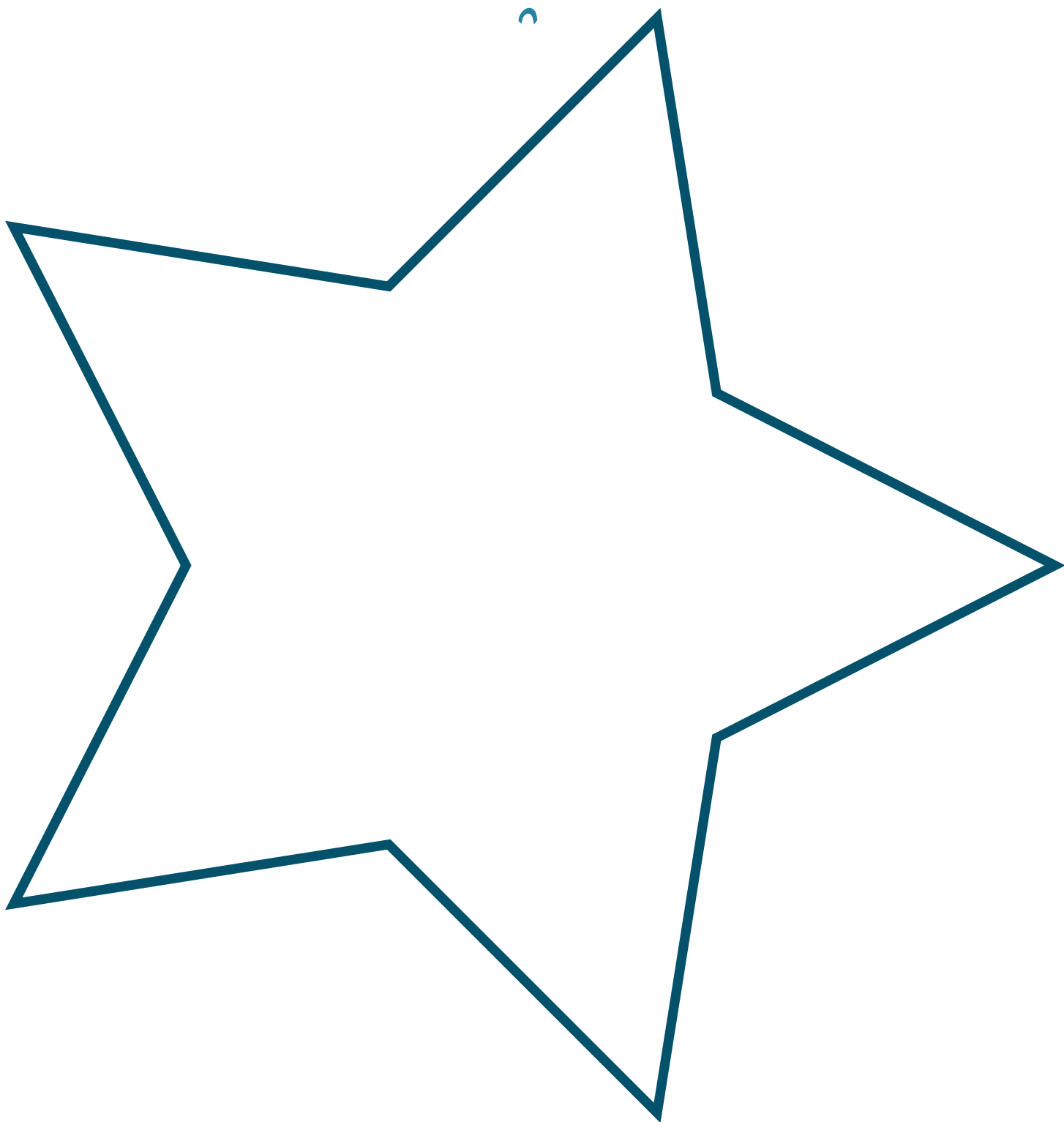
Encourage students to talk about cybersafety with whānau.



APPENDICES

Appendix 1	Southern Cross constellation
Appendix 2	Star template and Theme labels
Appendix 3	Poster of a harakeke plant
Appendix 4	That's Cooperation lyrics
Appendix 5	Cooperation certificate
Appendix 6	Pepeha template
Appendix 7	Cube template
Appendix 8	Elephant template
Appendix 9	Activity pictures
Appendix 10	Friendship scenario cards
Appendix 11	Koru jigsaw template
Appendix 12	Emojis
Appendix 13	What a day!
Appendix 14	My responsibilities at home template
Appendix 15	Items representing different stages of growth
Appendix 16	My goal template
Appendix 17	Body outline
Appendix 18	Body part labels
Appendix 19	Body care items
Appendix 20	Unkindness and bullying scenarios
Appendix 21	We are in charge of our bodies template





Appendix 2 Star template

Use this template to print 5 stars on to thin card.

Establishing a positive
learning environment

Te whakarite i tētahi
ao ako huapai

Who am I? Ko wai au?

Relationships

Ngā whanaungatanga

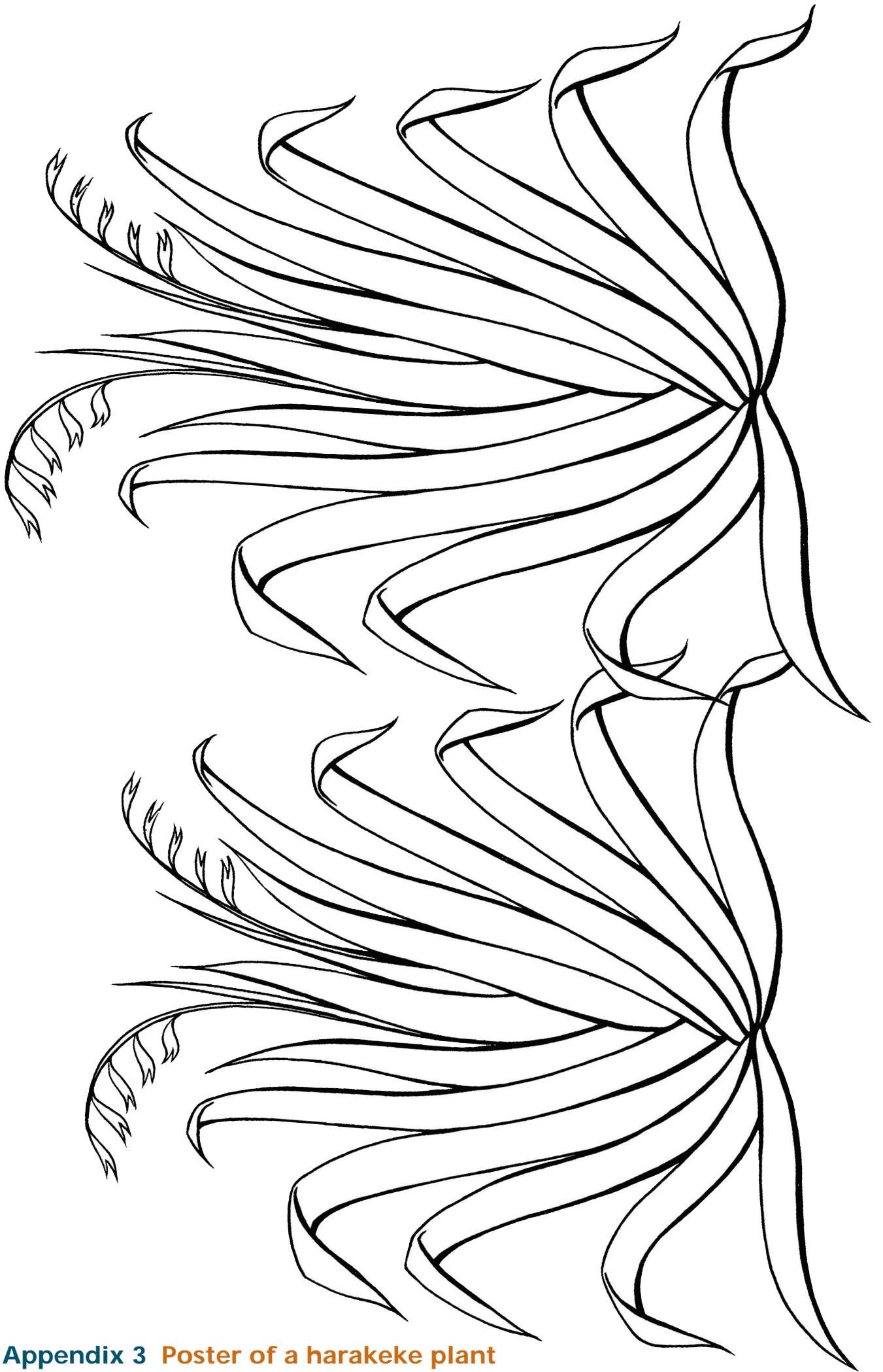
Growing and changing

Te tipu me te huri
o te tangata

Staying safe

Te noho haumaru

Showing manaakitanga in our classroom



Appendix 3 Poster of a harakeke plant

Enlarge poster and print on A3 paper

familyplanning.org.nz **YEAR 1-2**

Appendix 4 That's Cooperation Lyrics

by Big Bird from Sesame Street, PBS Learning Media

BIG BIRD: *[SINGING]*

A wise old bird once told me, and I believe it's true, he said the world's full of different birds with different points of view.

But sometimes there's a job so big, if we want to get it done, we've got to bring those birds together and all work as one.

And that's cooperation.

BIRDS: *[SINGING]*

Co-op!

Co-op!

Cooperation!

Co-op!

Co-op!

Cooperation!

BIG BIRD: *[SINGING]*

With just a little cooperation, we can make it through, me and you.

BIRDS: *[SINGING]*

Co-op!

Co-op!

Cooperation!

BIG BIRD: *[SINGING]*

The red bird and the blue bird, the falcon and the finch.

Even the proudest of the peacocks knows when to give an inch!

TOUCAN: Because no matter what the problem, we're sure beyond a doubt –

TURKEY: If we put our heads together –

BOTH: We're gonna figure it out!

BIG BIRD: *[SINGING]*

And that's –

ALL: *[SINGING]*

Cooperation!

BIG BIRD: [*SINGING*]

Just a little cooperation, we can make it through, me and you!

BIRDS: [*SINGING*]

Co-op!

Co-op!

Cooperation!

BIG BIRD: [*SINGING*]

Oh it doesn't matter whether we're birds of a different feather.

TWO BIRDS: [*SINGING*]

As long as when the right time comes –

BIRDS: [*SINGING*]

We're ready to work together!

BIG BIRD: That's cooperation!

BIRDS: [*SINGING*]

Co-op!

Co-op!

Cooperation!

Co-op!

Co-op!

Cooperation!

BIG BIRD: [*SINGING*]

With just a little cooperation, we can make it through, me and you!

BIRDS: [*SINGING*]

Me and you!

Me and you!

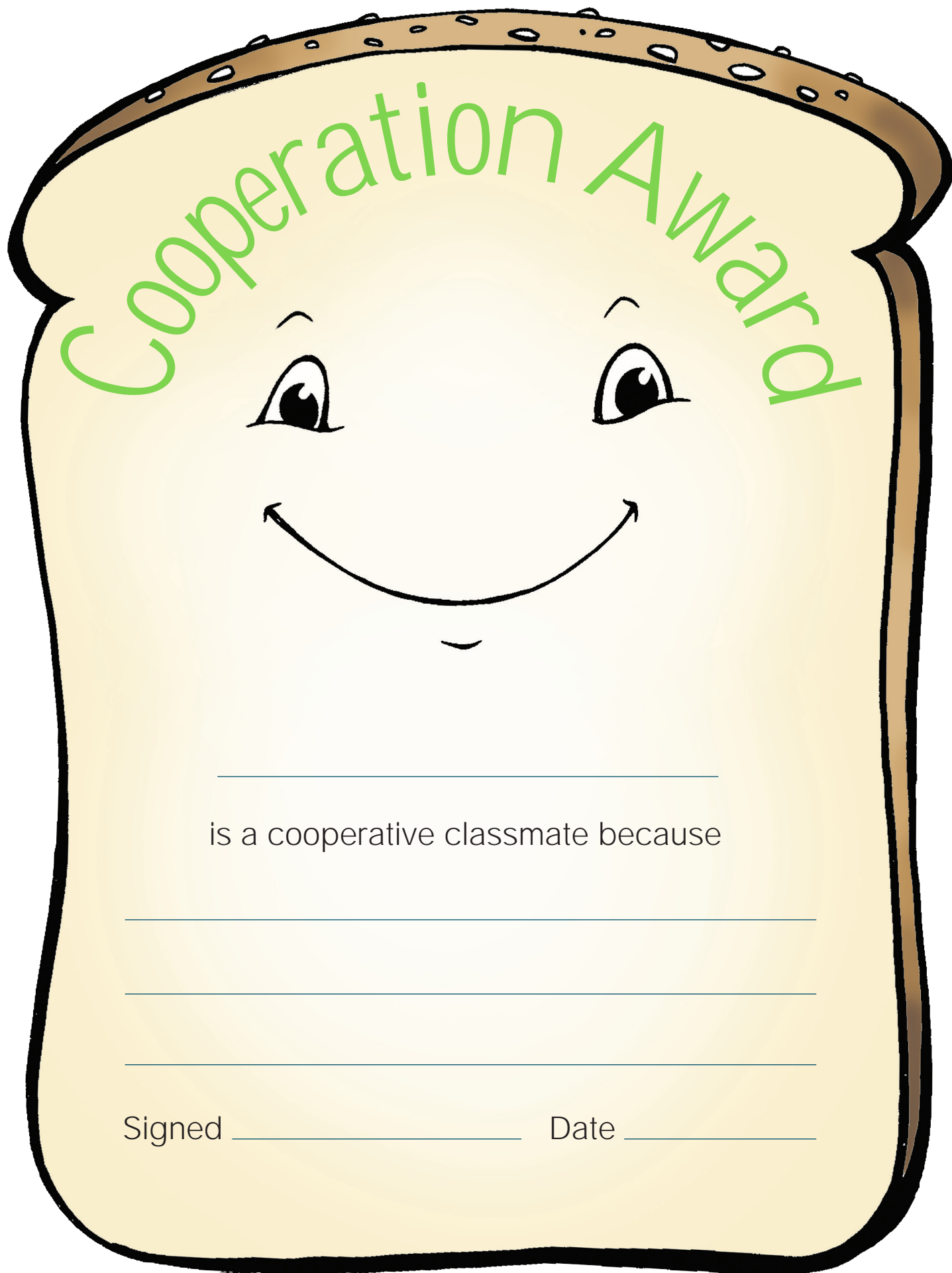
GROVER: Come on, David.

Let us play another one!

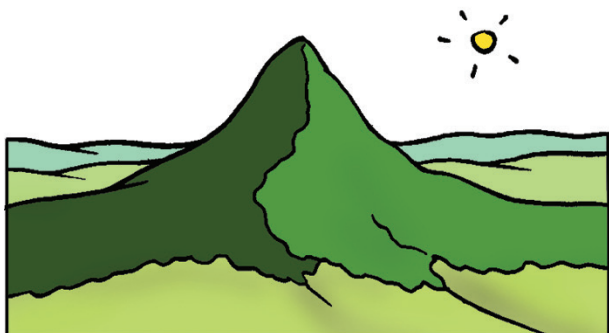
(BANJO MUSIC)

GROVER: Scooby doo doo doo, doo doo, doo doo.

Scooby doo doo doo –

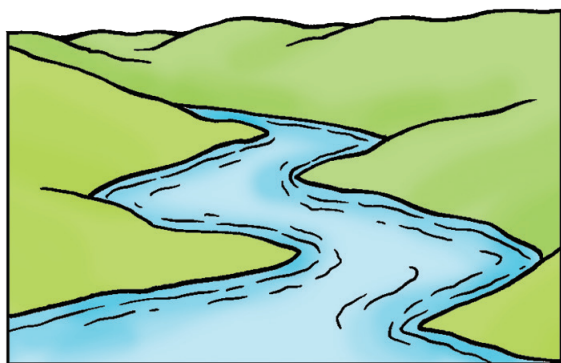


Ko wai au?
Tēnā koutou katoa



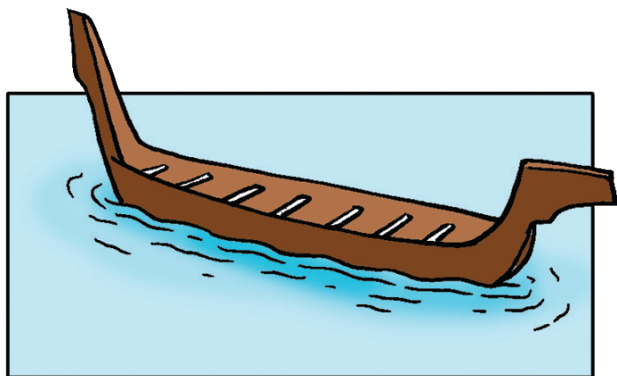
Ko _____

 _____ te maunga.



Ko _____

 _____ te awa/roto/moana.



Ko _____

 _____ te waka.



Ko _____

 _____ te iwi.



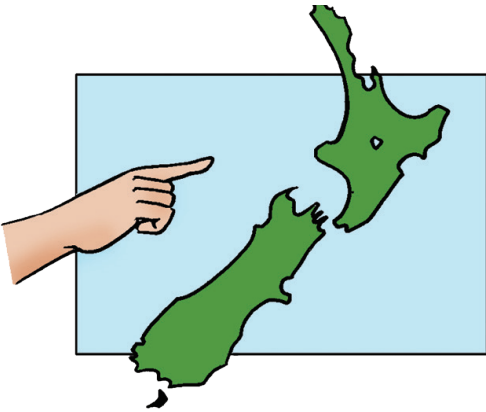
Ko _____

_____ tōku matua.



Ko _____

_____ tōku whaea.



Nō _____

_____ ahau.

Ko _____

_____ taku ingoa.

**Nō reira, tēnā koutou,
tēnā koutou, tēnā tātou
katoa.**

Ko wai au?

Tēnā koutou katoa

Who am I?

Greetings to you all

Ko _____

_____ te maunga.

_____ **is my mountain.**

Insert the name of a mountain close to where you live or where you were born. Leave this sentence out if you don't have one.

Ko _____

_____ te awa/roto/moana.

_____ **is my river/lake/sea.**

Insert the name of a river, lake or sea close to where you live or where you were born. Repeat the sentence structure if you want to mention more than one body of water. Leave this sentence out if you don't have one.

Ko _____

_____ te waka.

_____ **is my canoe.**

Insert the name of the canoe, ship, or airline that carried your ancestors to New Zealand. Leave this sentence out if you don't know.

Ko _____

_____ te iwi.

_____ **is my tribe.**

Insert the name of your tribe. If you are NZ European you could choose **Ngāti Pākehā** or the countries of your ancestors.

If you come from another country you could write: **Nō (country name) ahau.**

Ko _____

_____ tōku matua.

_____ **is my dad.**

Insert the name of your dad.

If you have two dads you could write:

Ko _____ rāua ko _____
ōku mātua.

Ko _____

_____ tōku whaea.

_____ **is my mum.**

Insert the name of your mum.

If you have two mums you could write:

Ko _____ rāua ko _____
ōku whaea.

Nō _____

_____ ahau.

I live in _____.

Insert the name of the place where
you live.

Ko _____

_____ taku ingoa.

_____ **is my name.**

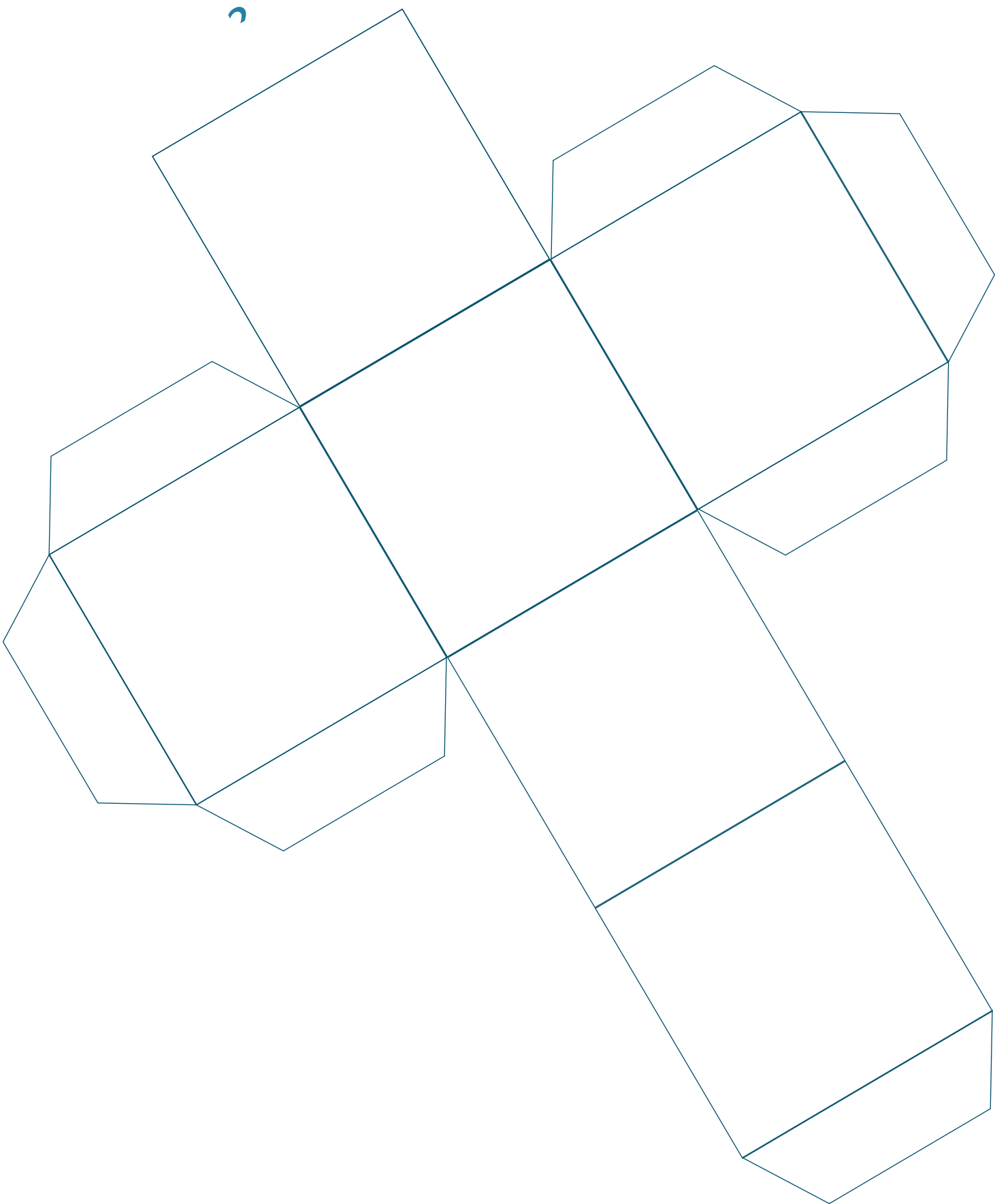
Insert your name.

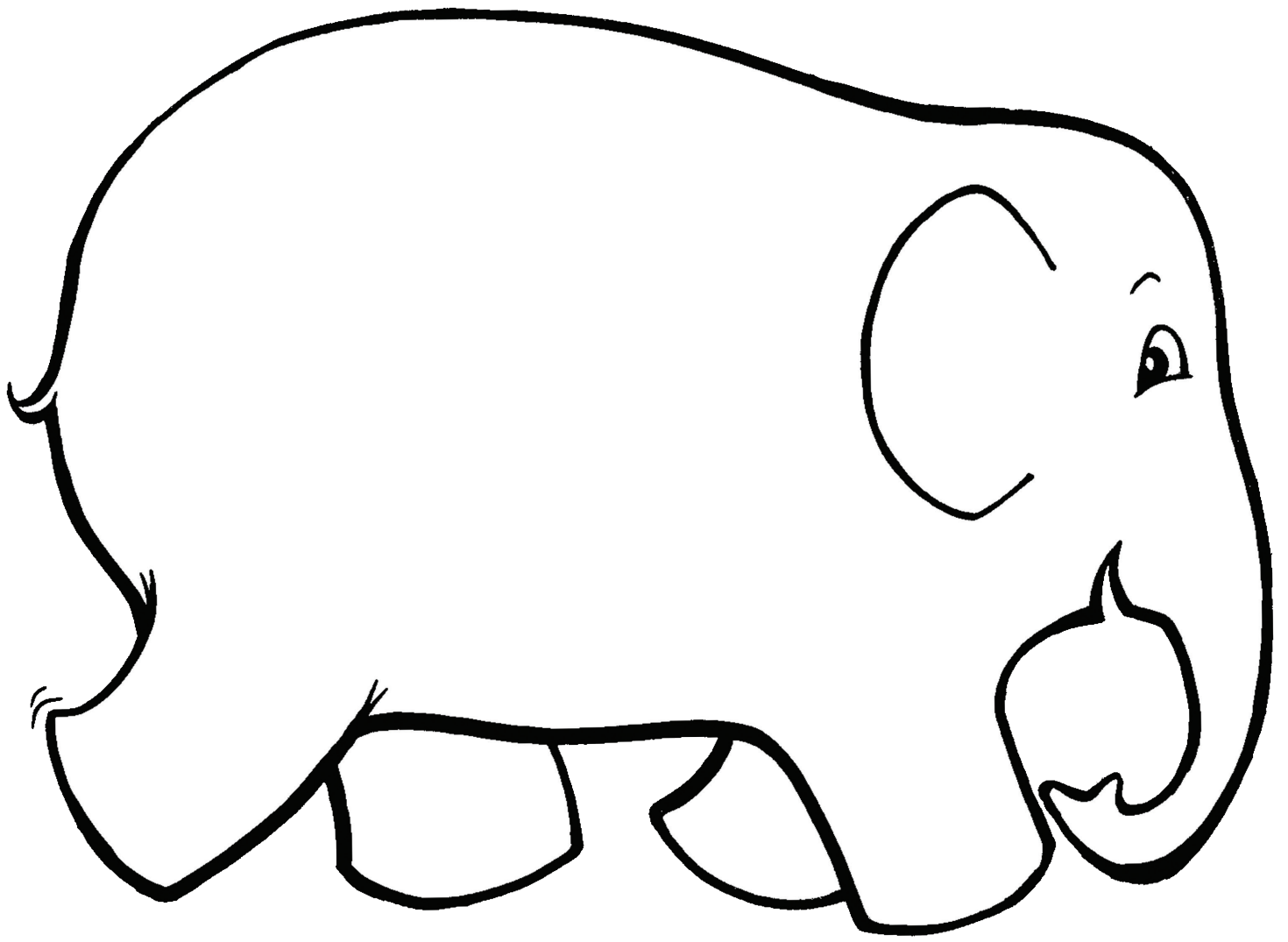
**Nō reira, tēnā koutou, tēnā
koutou, tēnā tātou katoa.**

Therefore, greetings to you, greetings
to you, greetings to us all.

Appendix 7 **Cube template**

Enlarge template and print on A3 paper or thin card.





Reading



Singing



Riding a bike

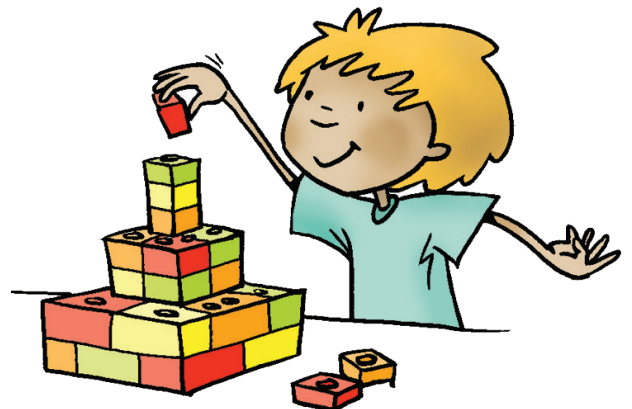


Gymnastics

Craft



Lego





Climbing
trees



Swimming



Playing video games



Collecting
shellfish/
fishing



Soccer



Playing
board
games

Helping
in the
garden



Cooking



Running



Eating

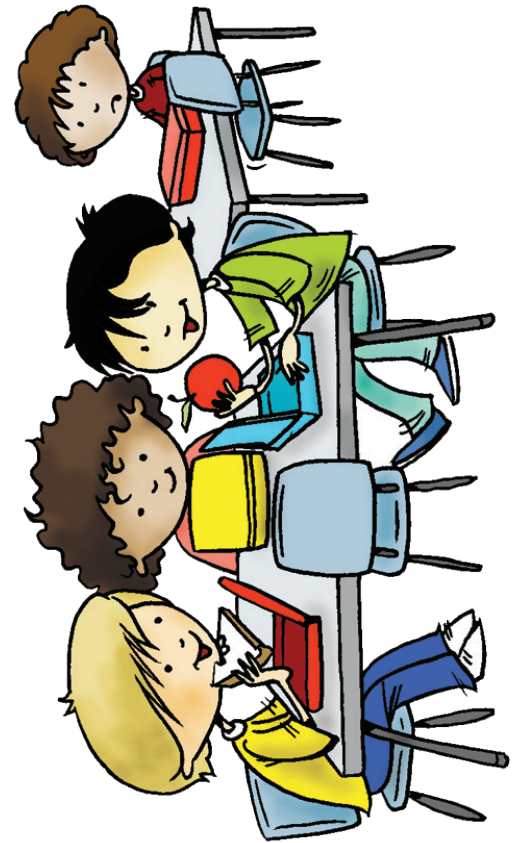


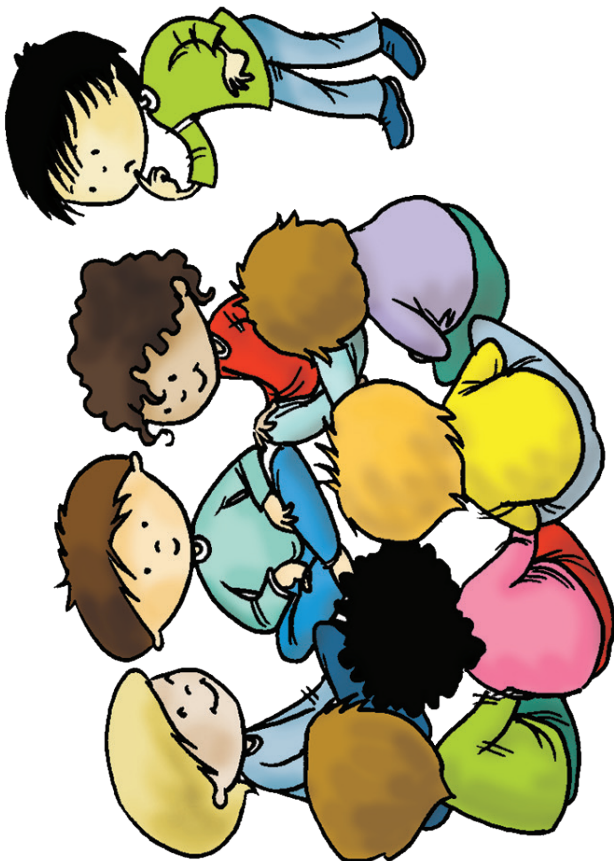
Riding
a
scooter



Dancing

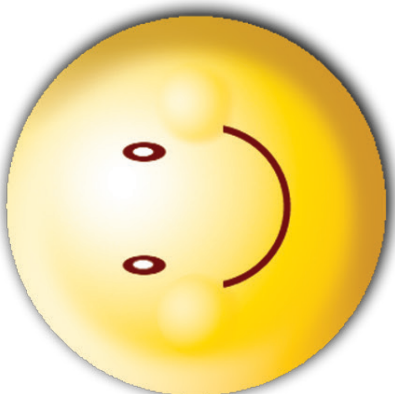
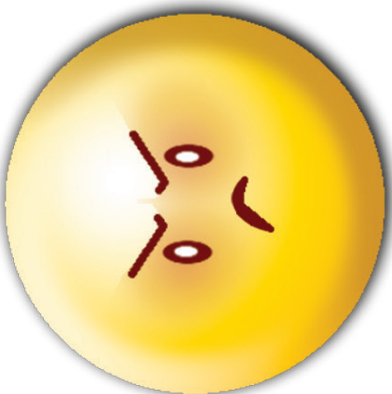
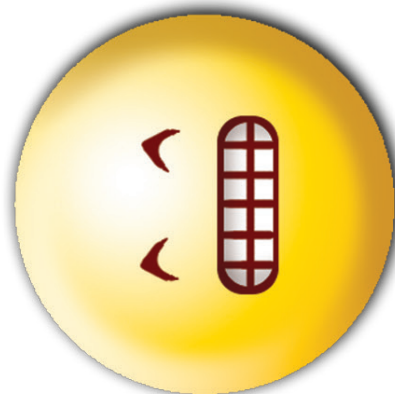






Appendix 11
Koru jigsaw template





Appendix 13 What a day!

by Tracy Clelland

JJ gets up in the morning and looks out the window. It is a sunny day and he can feel the warm sun on his face. He remembers that today the senior school students are having a lunch time fair.

Teacher: How do you think JJ is feeling? Point to the emoji that you think shows how JJ is feeling.

JJ's mum yells out, "Hurry up and get downstairs for breakfast. We are leaving in five minutes and if you don't have time for breakfast, it's your own fault."

Teacher: How do you think JJ is feeling now? Point to the emoji that you think shows how JJ is feeling.

JJ comes downstairs and his mum apologises for yelling at him and praises him for getting downstairs quickly. She gives him a cuddle and says she just needs him to get dressed more quickly in the morning. JJ really likes it when his mum cuddles him.

Teacher: How do you think JJ is feeling now? Point to the emoji that you think shows how JJ is feeling.

Mum, JJ, and his brother all scoot to school. It's a warm and sunny morning and they all scoot really fast. Mum tells them how proud she is of them.

Teacher: How do you think JJ is feeling now? Point to the emoji that you think shows how JJ is feeling.

When JJ gets to school he remembers that he has forgotten his homework.

Teacher: How do you think JJ is feeling now? Point to the emoji that you think shows how JJ is feeling.

JJ tells the teacher that he has done his homework but he has left it at home. His teacher says it is OK because there will not be time for everybody to present their homework today. He can bring it tomorrow.

Teacher: How do you think JJ is feeling now? Point to the emoji that you think shows how JJ is feeling.

At lunchtime JJ's best friend has to go home. JJ feels lost without his best friend. He sits and finishes his lunch but when the bell goes for playtime he doesn't know where to go or what to do.

Teacher: How do you think JJ is feeling now? Point to the emoji that you think shows how JJ is feeling.

JJ decides to walk around the school during lunchtime. While JJ is walking around the school a boy from another class pushes him into a puddle and laughs at him.

Teacher: How do you think JJ is feeling now? Point to the emoji that you think shows how JJ is feeling. What could JJ do?

JJ plucks up the courage to ask four other boys from his class if he can play with them. They say he can. The boys are playing a real-life version of minecraft (choose a relevant activity for your class) where they run around the school. JJ loves minecraft and has lots to talk about with his new friends. He has a lot of fun at lunchtime.

Teacher: How do you think JJ is feeling now? Point to the emoji that you think shows how JJ is feeling.

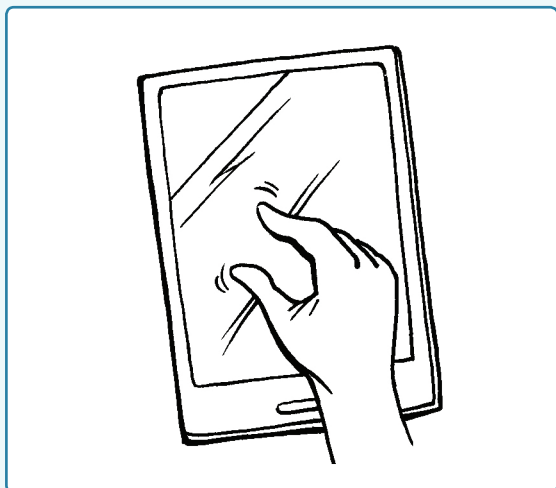
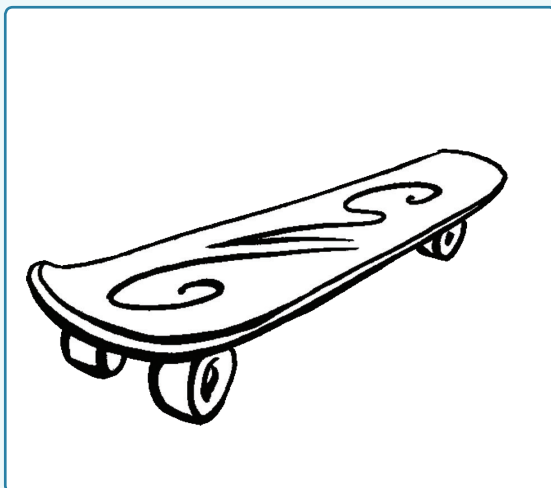
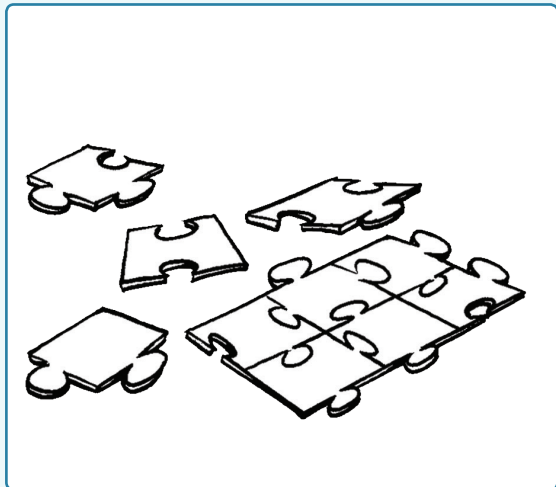
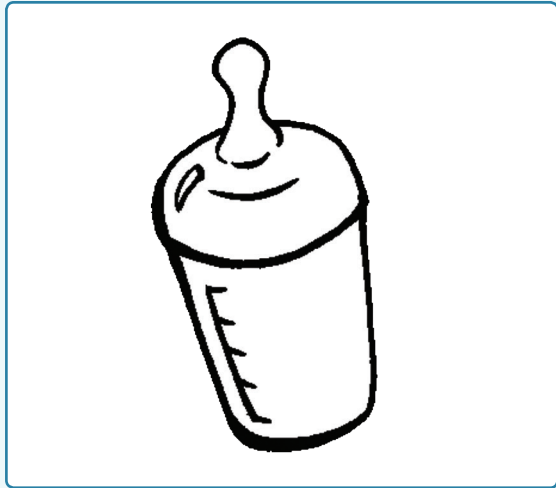
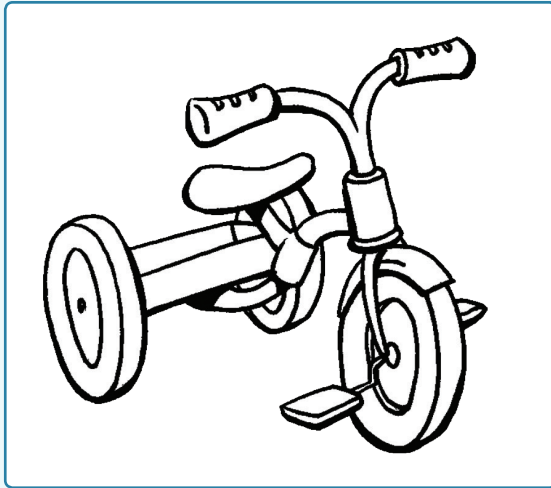
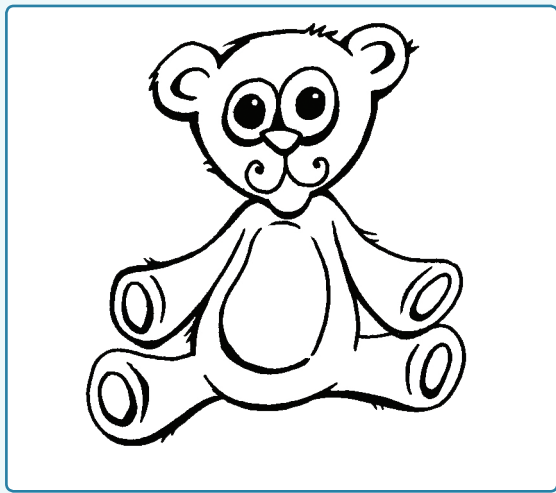
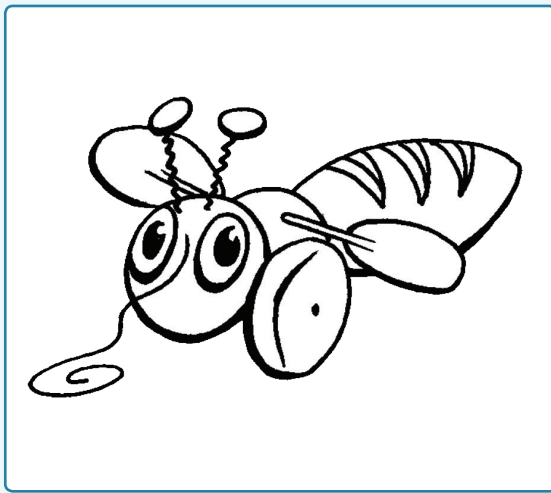
How do you think JJ would be feeling if the boys had said "No you can't play? (children may choose a different emoji).

My responsibilities at home

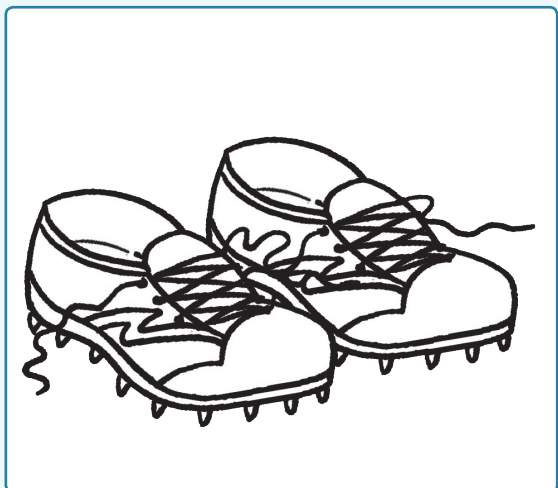
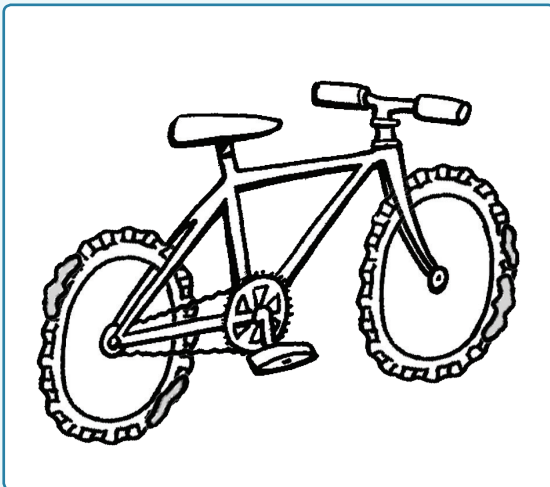
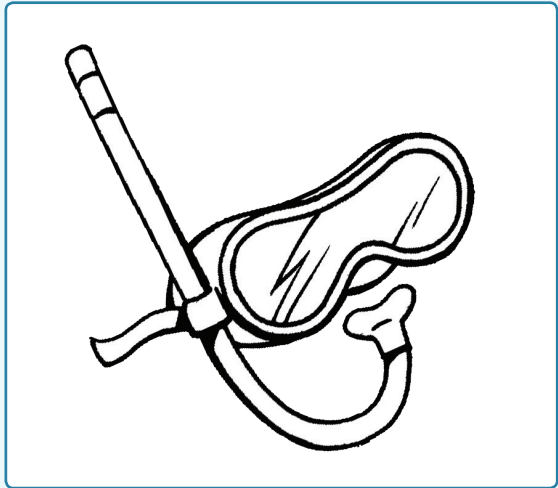
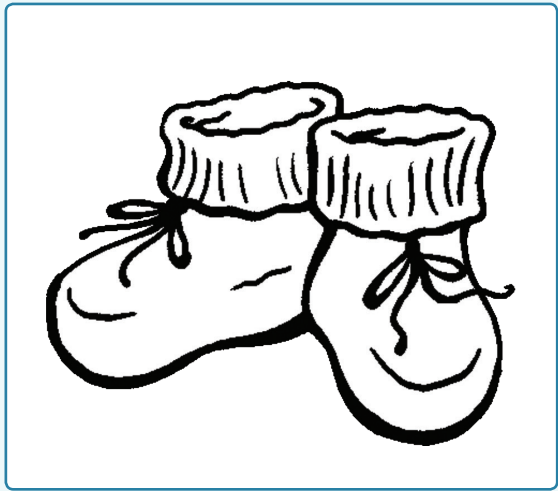
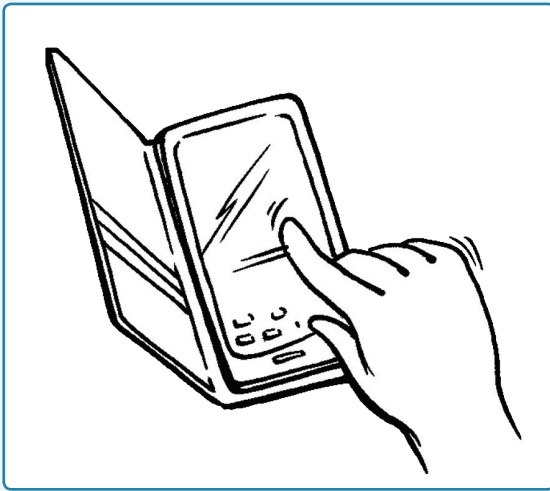
Before school I can:

After school I can:

In the weekend I can:

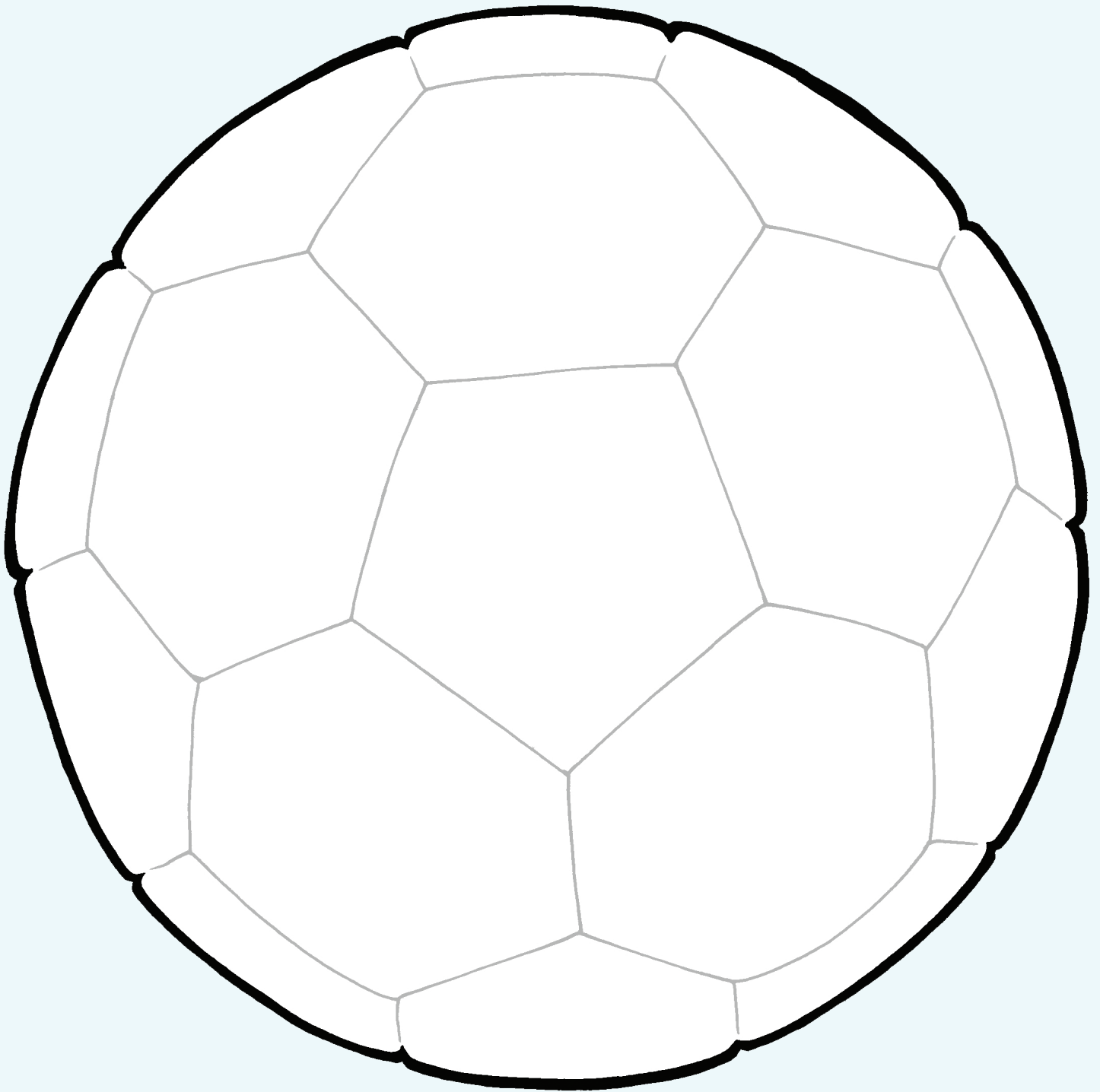


Appendix 15 Items representing different stages of growth



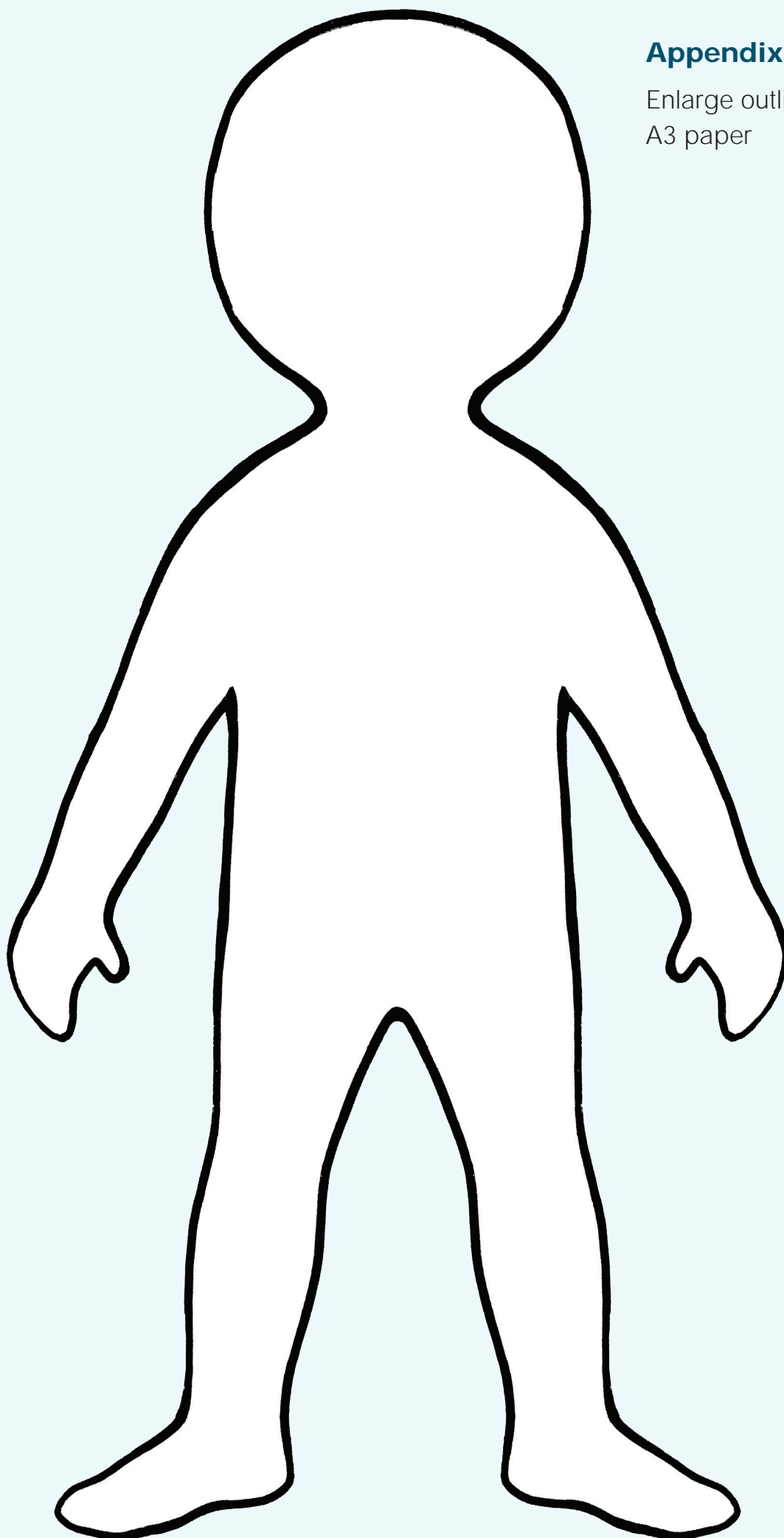
Appendix 15 Items representing different stages of growth

A goal I'm working on

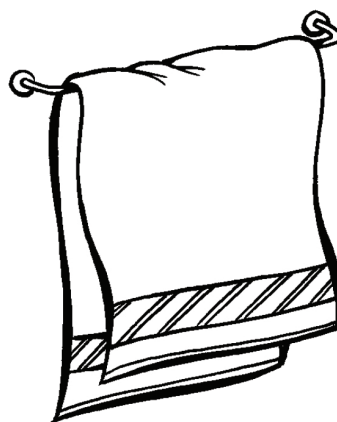
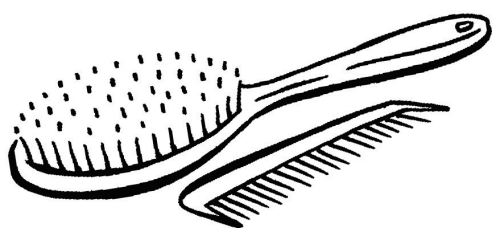
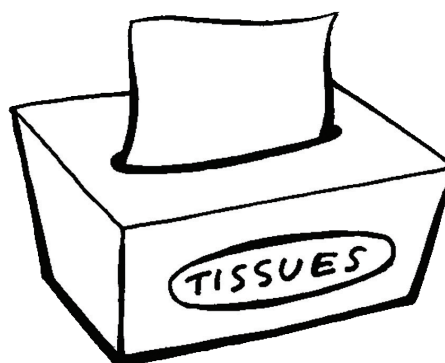
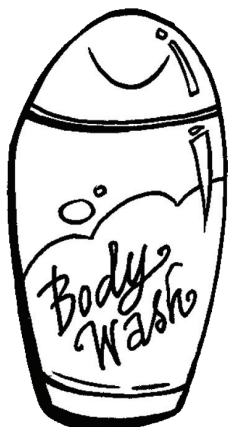
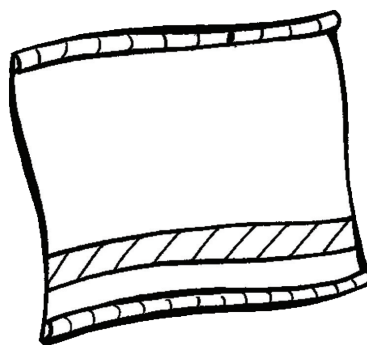


Appendix 17 Body outline

Enlarge outline and print on
A3 paper



<p>Arm/Hand</p> <p>Ringa</p>	<p>Legs/Feet</p> <p>Waewae</p>
<p>Bottom</p> <p>Nono</p>	<p>Stomach (tummy)</p> <p>Puku</p>
<p>Chest</p> <p>Poho/Uma</p>	<p>Breast</p> <p>Uma/Ū</p>
<p>Nipple</p> <p>Kōmata</p>	<p>Vulva</p> <p>Puapua</p>
<p>Vagina</p> <p>Tara</p>	<p>Penis</p> <p>Ure</p>
<p>Scrotum</p> <p>Pūkoro raho</p>	<p>Testicles</p> <p>Raho</p>
<p>Nose</p> <p>Ihu</p>	<p>Neck</p> <p>Kakī</p>
<p>Knee</p> <p>Turi/Pona</p>	<p>Head</p> <p>Māhunga/Upoko</p>



Unkindness and bullying scenarios

Choose some of these scenarios to read to and discuss with your class.

A new student started at your school last week. Your friends have been laughing behind his back and poking out their tongue at him. They won't stop. *What would you do?*

You wear your brother's superman costume to school and your friend laughs at you because you are a girl and they don't think you should be wearing it. *What could you say to your friend?*

An older girl at school thinks it's fun to tease you every chance she gets. You're afraid she's going to hurt you, and you're starting to hate school. *Who could you talk to about this problem?*

Someone shoves you and wants to fight you. You want to stick up for yourself, but you don't want to get into a fight. *What could you do?*

Your friends won't let you play with them anymore. You keep asking if you can join in their games but they run away every time. *How does that make you feel? What could you say to them?*

An older child at school keeps telling you to give your biscuits to her at morning tea time. She has been doing it for a week. She says that she will tell her mum on you if you don't. *Who could you talk to about this problem?*

You want to play with your classmate's new toy that they brought to school but they won't let you. You have asked them three times but they keep saying no. *What are you going to do?*

One of your friends tells you that they don't want you to play with your other friend. They want you to just play with them. They keep dragging you away from your other friend and say that they won't invite you to their birthday party if you don't do as they say. *How could you deal with this problem? What could you say to this friend?*

Someone in your class has made up a rhyme using your name. Other kids think it's funny and they've started to join in. *What would you do?*

We are in charge of our bodies

