



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**.

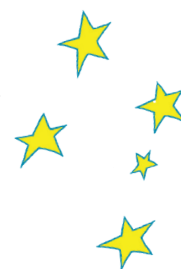
YEARS 3-4 LEVEL 2	
THEME 1 - Establishing a positive learning environment Te whakarite i tetahi ao ako huapai Activity 1 – Understanding the learning journey and the landscape Activity 2 – Building a positive classroom community Activity 3 – Practicing cooperative skills	THEME 2 - Who am I? Ko wai au? Activity 1 - My personal qualities Activity 2 - The culture in my classroom Activity 3 - My whanau Activity 4 - I am unique Activity 5 - Gender diversity Activity 6 - What makes me happy
THEME 3 - Relationships – Nga Wanaungatanga Activity 1 – Growing healthy relationships Activity 2 – Exploring manaakitanga Activity 3 – Recognising and expressing my feelings Activity 4 – Managing relationships and challenging situations Activity 5 – managing peer pressure Activity 6 – Helping my whanau	THEME 4 - Growing and Changing – Te tipu me te huri o te tangata Activity 1 - What do I need to grow? Activity 2 - Our physical differences Activity 3 - Moving my body Activity 4 - My changing body Activity 5 - Caring for my body - These are to be taught at a higher level

THEME 5 - Staying safe – Te noho haumaru Activity 1 – I’m the boss of my body Activity 2 – Standing up for myself and others Activity 3 – Staying safe online Activity 4 – Who can help me with my worries? Activity 5 – A recipe for my well being	
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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 3-4
Level 2

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.

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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 3 and 4.

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 has identified that schools with effective programmes spend at least 12–15 hours per year on RSE (ERO, 2007b). 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.

RSE in years 3 and 4 focuses on personal identity, relationships, growth and development of the human body, including human reproduction, strategies to cope with bullying and harassment, and staying safe online.

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 following table 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 2 of *The New Zealand Curriculum*. These learning intentions derive from the strands and achievement objectives for health and physical education.

It is important to note that students in years 3 and 4 are likely to be learning across at least two curriculum levels and that some may be achieving below or beyond those levels. We encourage you to adapt the learning activities to suit the diverse needs and interests of your students.

Suggested learning intentions for Relationships and Sexuality Education at years 3-4			
LEVEL 2	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"> Know about human anatomy, about how bodies are diverse and how they change over time, and about human reproductive processes. Understand what consent means in a range of contexts, including online contexts. Are able to give and receive consent (eg, at the doctor, in the playground, or online). 	<ul style="list-style-type: none"> Are able to name and express a wide range of feelings and use skills to manage their feelings. Engage positively with peers and others during play, games, classroom activities, and online (by listening, affirming others, waiting, taking turns, recognising others' feelings and respecting them, and showing manaakitanga, aroha, and responsibility). 	<ul style="list-style-type: none"> Understand that personal identities differ (eg, in terms of gender, ethnicity, language, religion, and whakapapa). Are able to identify gender stereotypes, understand the difference between gender and sex, and know that there are diverse gender and sexual identities in society. Are able to contribute to and follow guidelines that support inclusive environments in the classroom and school.

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 haumaruru

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

Students learn best when they are able to integrate new learning with what they already understand. As you work through this resource you can draw on students' prior learning and experience. If students have worked through *Navigating the journey Te takahi i te ara* for Years 1 and 2 you will be able to make connections and build on what they already know.

A comprehensive RSE programme should incorporate activities across all the themes. The following table summarises the year 3 and 4 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	Learning journey Contributing to a positive classroom community Caring for others Manaakitanga Cooperative skills	<p><i>Understanding the learning journey and the landscape p. 12</i></p> <p>Students will work collaboratively to create a landscape to represent their journey of growth.</p> <p><i>Building a positive classroom community p. 16</i></p> <p>Students will describe actions they can take to build a positive classroom community.</p> <p><i>Practicing cooperative skills p. 19</i></p> <p>Students will explain what cooperation means and practice cooperative skills.</p>
2. Who am I? Ko wai au?	Personal identity Similarities and differences Cultural heritage Personal strengths Whānau Diverse family structures Gender diversity Gender stereotypes and roles Being happy	<p><i>My personal qualities p. 25</i></p> <p>Students will recognise their personal qualities and strengths.</p> <p><i>The cultures in my classroom p. 27</i></p> <p>Students will recognise and celebrate their own cultures and the cultural diversity of others.</p> <p><i>My whānau p. 30</i></p> <p>Students will describe their whānau and identify what makes it unique. Students will understand that family structures are diverse.</p> <p><i>I am unique p. 33</i></p> <p>Students will recognise ways that they are similar and different to their classmates.</p> <p><i>Gender diversity p. 36</i></p> <p>Students will explore gender identity, gender stereotypes and diverse gender roles.</p> <p><i>What makes me happy? p. 39</i></p> <p>Students will identify what makes them happy and understand the benefits of happiness.</p>

Theme	Key concepts	Activities and learning outcomes
3. Relationships Ngā whanaungatanga	Respect Relationships Friendships Whanaungatanga Feelings and needs Peer pressure Family roles Family responsibilities	<p><i>Growing healthy relationships p. 43</i></p> <p>Students will identify different types of relationships and ways to enhance their own relationships.</p> <p><i>Exploring manaakitanga p. 46</i></p> <p>Students will discuss the concept of manaakitanga and identify strategies to manaaki others.</p> <p><i>Recognising and expressing my feelings p. 48</i></p> <p>Students will describe different emotions that they feel.</p> <p>Students will manage their thoughts and feelings in appropriate ways.</p> <p><i>Managing relationships and challenging situations p. 51</i></p> <p>Students will develop strategies to manage relationships and challenging situations.</p> <p><i>Managing peer pressure p. 53</i></p> <p>Students will describe examples of positive and negative peer pressure.</p> <p>Students will develop and practice responses to use in peer pressure situations.</p> <p><i>Helping my whānau p. 56</i></p> <p>Students will recognise ways to enhance family relationships and wellbeing.</p> <p>Students will identify their responsibilities at home.</p>

Theme	Key concepts	Activities and learning outcomes
4. Growing and changing Te tipu me te huri o te tangata	Growth and development Positive body image Movement of bodies Body parts Pubertal change Personal hygiene	<p><i>What do I need to grow? p. 60</i></p> <p>Students will describe how their body has changed and grown since birth.</p> <p>Students will identify the things they need for healthy growth and development.</p> <p><i>Our physical differences p. 63</i></p> <p>Students will recognise the ways that they look different to each other.</p> <p>Students will identify the things that they like about their own bodies.</p> <p><i>Moving my body p. 65</i></p> <p>Students will describe the benefits of exercise.</p> <p>Students will demonstrate positive ways of including others in play</p> <p><i>My changing body p. 68</i></p> <p>Students will describe the different stages of human growth, from birth to old age.</p> <p>Students will describe some of the changes that occur to their bodies during puberty.</p> <p><i>Caring for my body p. 71</i></p> <p>Students will describe strategies to care for their bodies.</p>
5. Staying safe Te noho haumarū	Body ownership Bullying Safety strategies Standing up for myself and others Cybersafety People who can help me	<p><i>I'm the boss of my body p. 75</i></p> <p>Students will understand that their body is their own and they can decide what to do with it.</p> <p>Students will know what to do and say if they don't feel comfortable or safe in a situation.</p> <p><i>Standing up for myself and others p. 77</i></p> <p>Students will recognise bullying behaviour and will develop strategies to stand up for themselves and others.</p> <p><i>Staying safe online p. 80</i></p> <p>Students will identify ways to stay safe when they are online or using mobile phones.</p> <p><i>Who can help me with my worries? p. 82</i></p> <p>Students will be able to identify strategies, people, and agencies in their community who they can talk to when they feel worried.</p> <p><i>A recipe for my wellbeing p. 85</i></p> <p>Students will reflect on their journey of growth and development and summarise what enhances their personal wellbeing.</p> <p>Students will plan and take part in a celebration of their learning.</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 respectful and 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

THEME 1 Activity 1

Learning outcome

Students will work collaboratively to create a landscape to represent their journey of growth. 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

1 hour

Resources

- *Kupe in the Hokianga* or *Kupe's travels around Aotearoa*
- *Landscape wall display (Appendix 1)*. For further explanation 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*. You can modify these to reflect your students and your local context.

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**
- **Using language, symbols, and texts**
- **Relating to others**
- **Participating and contributing.**

LEARNING SEQUENCE

Getting started

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.

As a class, watch the video *Kupe in the Hokianga* or read *Kupe's travels around Aotearoa*. Explain that, according to Māori legend, Kupe was the first Polynesian to discover the islands of New Zealand as he chased an octopus from his homeland in Hawaiki.

LEARNING SEQUENCE

Ask students if they know what the term “navigator” means. Explain that Kupe was a navigator of the ocean, using the stars to guide his way, and that we are navigators on a lifetime journey of growth.

Tell students that we are starting a new unit of learning called *Navigating the journey Te takahi i te ara*. Explain that they will be participating in a range of activities to learn about themselves, their relationships with others, their changing bodies, and staying safe. Students may recall their learning journey in previous years at school. Encourage them to share their prior knowledge and skills, and to make connections to new learning.

Share and discuss this whakataukī with the students:

Ka puāwai, ka hiki ki te haere

A blossoming takes place, a journey is set out on

Ask students to think about what this whakataukī means to them. What pictures do they see in their head when they try to make sense of it? Explain that this whakataukī describes our learning within this resource as well as our lifelong journey of growth. Students might like to record this whakataukī in their learning journals (or on a piece of paper) and sketch an image to help convey the meaning of it.



It could be helpful for students to keep a journal to record their learning. This journal could be a notebook or an online workspace.



Encourage students to talk to their parents and whānau about their learning. 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?

Development

Explain that we will develop a wall display of a landscape to represent our journey of growth, using the Southern Cross constellation to represent different themes of learning. The wall display will be added to as we move through the activities in this resource. 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 further explanation of the navigation metaphor.

Show students an image of the Southern Cross constellation from the *landscape wall display (Appendix 1)* and ask them what they already know 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. We will use the five stars of the Southern Cross to represent a different theme or part of our learning. The *five themes of learning (Appendix 1)* are:

- 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 haumaruru

LEARNING SEQUENCE

Explain to students that as we work through each theme in this resource we will add a *star and theme label (Appendix 1)* to our wall display and eventually form the Southern Cross constellation. Today's learning is part of the first theme, establishing a positive learning environment. Place the first whetū (star) onto your landscape wall with the label *Establishing a positive learning environment Te whakarite i tētahi ao ako huapai (Appendix 1)*.

As a class, decide how to represent yourselves as navigators on your wall display. Students could create a scene where they are all paddling in a waka, or tramping in the bush, or walking along a road.

Work together to create a landscape wall display that depicts them as navigators on a journey. Explain that, while the themes (stars) will help to guide us, we are each on our own journey that will include individual inquiry and exploration.

Introducing the question box

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*.

The question box provides an opportunity for you to develop your understanding of where students are in their learning about sexuality. You can use what you learn to plan the next steps for learning.

Show the students the question box and explain that as we move through the five themes or whetū, they will be able to use it to ask questions anonymously. You will allow time for its use at the end of each lesson so that they can clarify information they are unsure about or post any new questions they have. The questions are not to be personal questions about the teacher or other students. If necessary, add this guideline to existing class guidelines or those to be developed in *Theme 1 Activity 2*.

Tell the students that you won't always know the answers, but you will do your best. Sometimes you will answer straight away and at other times, you will come back and answer a question later. At other times, the class might inquire into some of the questions together.

Give each student a piece of paper for them to write a question or use a digital postbox format—one of their own or something that came out of the earlier tasks. Ensure that student anonymity is always protected and that all questions can be viewed only by the teacher/s. They are all to write something, even if it just to say "Hi". Have the students fold their pieces of paper and place them in the question box. This will ensure that their anonymity is respected – nobody will be identified as having asked a particular question.

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. 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 further explanation of the navigation metaphor.

LEARNING SEQUENCE

Some activities in this resource provide an opportunity to add further images to your landscape. Ideas are described both below and within this resource:

Theme 2 – Activity 4: Students could develop a list of their personal qualities and strengths using *making of me (Appendix 3)* which acts like a map of themselves and builds a positive sense of self worth.

Theme 3 – Activity 1: Students could create a *pohutukawa tree (Appendix 11)* and record on the flowers ways that they can grow healthy relationships.

Theme 3 – Activity 2: Students could create a *“great kauri tree of manaakitanga” (Appendix 16)* that lists ways that they can manaaki others.

Theme 4: Students 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.

Theme 5 – Activity 1: Students could add an *“I’m the boss of my body” badge (Appendix 30)* to their body outline to promote the idea that their body is their own and they can decide what to do with it.

Conclusion

Revisit the whakataukī:

Ka puāwai, ka hiki ki te haere

A blossoming takes place, a journey is set out on

You might like to make this whakataukī a heading for your landscape.

Building a positive classroom community

Learning outcome

Students will describe actions they can take to build a positive classroom community.

Suggested time allocation

45 mins

Resources

- *Colour Your World With Kindness*
- Ice-block sticks or strips of cardboard
- Small pieces of paper that can be written on and glued to sticks or cardboard
- Annual potted colour plants
- Soil
- Plant pot
- *20 Things We Should Say More Often* by Kid President

CURRICULUM LINKS

Underlying concepts

- **Attitudes and values:** developing attitudes and strategies to demonstrate care and concern for the members of their class.
- **Hauora:** building stronger interpersonal relationships and enhancing taha whānau (social wellbeing).

Key competencies

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

LEARNING SEQUENCE

Getting started

Watch the video *Colour Your World With Kindness*. Discuss how the different characters in the video show kindness to each other.

Share and discuss the following whakataukī, which promotes kindness and the idea of reciprocity:

He aroha whakatō, he aroha puta mai

If kindness is sown, then kindness you shall receive

Level 2

Year
3-4

THEME 1
Activity 2

LEARNING SEQUENCE

Development

Encourage students to consider whether the ideas from the video and whakataukī can be transferred to the classroom to build a positive classroom community.

Brainstorm the behaviour that you have seen happening in the classroom and around the school that helps to build a culture of sharing and belonging. Have students describe ways that they build a culture of sharing and belonging at home and in their wider communities. Identify areas that the class and school need to work on. Ask the students to suggest how they could do this.

Remind students that we are all different. We all have different qualities and skills. Brainstorm the different qualities and skills that the students and teacher can bring to the class to make it a place where everyone feels that they are cared for and belong. For example, “I can tell a joke when someone is feeling sad,” “I can help people with their reading,” “I can ask someone to join our group if they are feeling lonely,” “I can encourage someone to keep trying,” “I can share my felts with someone,” “I can help people when they have a problem with the computers.”

Watch *20 Things We Should Say More Often* by Kid President. Have the students think of things they should say more often to make their classroom a more positive place. Record students’ ideas.

Have students write down on a small slip of paper one or two things that they can do or say to contribute to a positive classroom community. Glue the paper onto a named ice block stick. The teacher should complete this activity too. As a class, share the ideas on your ice block sticks with each other.

Plant some annual flowering plants into a pot and have the students stick their ice block sticks into the soil around the plants. You could place the pot inside the classroom near a window or outside your classroom under a verandah. Water the plants regularly over the next few weeks. Refer to the messages on the sticks and ask students to identify times when they put their own ideas to use or observed others doing so.



Encourage your students to talk with their parents and whānau about their learning from this activity. How can they build a stronger culture of sharing and belonging at home?

Ideas for alternate year

Watch *20 Things We Should Say More Often* by Kid President. Have the students think of things they should say more often to make their classroom a more positive place. Record the students’ ideas and make a class video that can be shared with parents, whānau, and other classes in the school. Re-play the video when you want to remind the students about building a positive classroom environment.

Encourage students to look for storybooks that illustrate caring and sharing. Create a book display in the classroom and share these stories.

Question box

Allow enough time to answer as many student questions possible, as some may require an urgent response.

Provide each student with a piece of paper (or use a digital postbox format). Ensure that student anonymity is always protected and that all questions can be viewed only by the teacher/s. Remind the students that they can place questions in the question box at any time.

LEARNING SEQUENCE

Invite them to write either a question or a statement about the day's learning and put their paper in the question box.

Work your way through answering the questions. Student questions can also be useful in guiding the planning of future learning opportunities.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1-10 resources*.

Conclusion

Revisit the whakataukī from the beginning of the activity:

He aroha whakatō, he aroha puta mai

If kindness is sown, then kindness you shall receive

Ask students to think about what this whakataukī now means to them.

Practicing cooperative skills

Learning outcome

Students will describe what cooperation means and practice cooperative skills.

Suggested time allocation

45 minutes

Resources

- The class *landscape wall display (Appendix 1)*
- *The Olive Branch: COLD* or *Teamwork can make a Dreamwork*
- Hoops
- Music

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 cooperative skills to improve the wellbeing of their classroom and home communities.

Key competencies

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

LEARNING SEQUENCE

Getting started

Watch *The Olive Branch: COLD* or *Teamwork can make a Dreamwork*

Development

Write the word “cooperation” on the board. Have students pair-share what they think it means. Encourage students to reflect back on their learning from previous years and also consider the uncooperative and cooperative behaviour shown in the short animation.

With red and black the work will be complete

This whakataukī refers to cooperation where if everyone does their part, the work will be complete. The colours refer to the traditional kowhaiwhai patterns on the inside of marae.

Year
3-4

THEME 1
Activity 3

LEARNING SEQUENCE

An alternative whakataukī that promotes cooperation is:

Kaua e rangiruatia te hāpai o te hoe; e kore tō tātou waka e ū ki uta.

Don't paddle out of unison; our canoe will never reach the shore.



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

As a class, discuss what cooperation looks like. How do people act when they are cooperating? Create a class chart like the one below to record students' ideas:

Cooperation is ...
<ul style="list-style-type: none">• people talking to each other• people helping each other• listening• taking turns

Together, develop a shared definition of cooperation that you can write up and possibly add to your *landscape wall display (Appendix 1)*.

Pair-share about a time when you cooperated with other people to get a job done. For example stacking wood, building a playhut, playing a game. How was it decided what each person did? Were there any disagreements? How were they worked out?

As a class, play the game *Frogs on a Lily Pad*.

How to play *Frogs on a Lily Pad*

Set out enough "lily pads" (hoops) for each student in the class. Start the music and ask the "frogs" (students) to walk around the lily pads. When the music stops, each frog must get on a pad. Each time the music starts, remove one pad. Students will need to work together in a cooperative way to fit onto the remaining lily pads. There is no limit to how many frogs can fit on a lily pad. As long as one part of their body is inside the hoop the frog is safe.

Don't panic if the game is a disaster when students first play it. Use this as a learning opportunity. This activity also allows discussion of the importance of being aware of their own and others' personal body space. Get students to identify what is going wrong and how they can work together to solve the problem.

At the end of the game, sit down and discuss how it went using these questions as conversation starters:

- How well did we work together as a class?
- How well did we encourage and support each other?
- How well did we respect each other's body space?
- Did anybody get pushed or hurt? What could we do next time to stop this from happening?
- What could we do next time we play the game to be more cooperative?
- What can we learn from this experience that we can apply to other group activities in the classroom and in our wider lives?

LEARNING SEQUENCE

Ideas for alternate year

Play *Balloon Bop* instead of *Frogs on a Lily Pad*.

How to play *Balloon Bop*

Students stand in a circle holding hands. The teacher drops a balloon into the middle of the circle. The goal for the students is to see how many times they can gently tap the balloon with their hands, arms, heads, shoulders, chest or knees, but NO feet. Students need to try to keep the balloon in the air while still holding hands. Students have to work cooperatively, each of them making sure they are not letting go of their neighbour's hands. They will soon figure out that they must all move together, as a circle, so they do not lose connection. If the balloon falls to the ground or a student taps the balloon with their feet, the count begins again.

Question box

Refer to *Theme 1 Activity 2*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1-10 resources*.

Conclusion

Revisit the short animation *The Olive Branch: COLD* or *Teamwork can make a Dreamwork* and the whakataukī from the beginning of the activity.



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.

It is important that students understand there are similarities and differences between all people. 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 personal qualities

Learning outcome

Students will recognise their personal qualities and strengths.

Suggested time allocation

45 minutes

Resources

- The class *landscape wall display (Appendix 1)*
- *Believe in Yourself Song* by Michael Bubl  and Elmo and *lyrics (Appendix 2)*
- *Making of me (Appendix 3)*, one per student
- String

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 themselves and other people by recognising and sharing their qualities and strengths.

Key competencies

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

LEARNING SEQUENCE

Getting started

Explain to students that we are exploring a new theme in our learning called “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 whet  (star)* on to the *landscape wall display (Appendix 1)* with the label *Who am I? Ko wai au? (Appendix 1)*. Consider ways that you can add to the learning landscape to represent the learning within this theme. See *Theme 1, Activity 1* for ideas.

Listen to the song *Believe in Yourself Song* by Michael Bubl  and Elmo and *lyrics (Appendix 2)*.

Explain that the song is about believing in ourselves and what we can achieve. Tell students that everyone has strengths as well as areas that we can develop. Refer to your own strengths and areas of development as you discuss this idea and invite students to reflect on their own strengths and areas to develop.

Some students might find it difficult to identify their qualities and strengths. You could offer them some ideas or ask other students to make suggestions.

LEARNING SEQUENCE

Development

Students individually complete the *making of me (Appendix 3)*.

Have students share their completed worksheet with a buddy. In pairs, consider the following questions:

- What ideas could you add to your partner's worksheet? What qualities and strengths have they left off?
- How are your qualities and strengths similar and different from each other?
- What qualities and strengths can each of you bring to the classroom? For example, kindness for others, love of soccer, skills in art, humour, etc?

Question box

Refer to *Theme 1 Activity 2*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Have students roll their sheet into a scroll. Tie a piece of string around the scroll and attach it to their picture of themselves on the *landscape wall display (Appendix 1)*. They could hold the scroll or it could be placed into their kete.

Explain that the scroll is like a map for their journey of growth and development. It records their personal qualities, strengths, goals, and dreams. By referring to it, students can feel proud of themselves and develop a positive self identity. This leads to self respect and an ability to make good decisions as they journey throughout life.

The cultures in my classroom

Learning outcome

Students will recognise and celebrate their own cultures and the cultural diversity of others.

Suggested time allocation

1 hour

Resources

- *A Quilt for Kiri* by Don Long or a similar book about cultural heritage
- Square pieces of paper (15 cm x 15 cm is a good size), one per student
- *Same, Same But Different* by Jenny Sue Kostecki-Shaw
- *Tōku Pepeha* by Pareraukawa Moore

CURRICULUM LINKS

Underlying concepts

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

Attitudes and values: developing attitudes of valuing themselves and others through sharing their family treasures.

Key competencies

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

LEARNING SEQUENCE

Preparation

Contact parents and whānau prior to this activity to explain that students are going to be learning about their own cultures and the cultural diversity of others in the class. Ask if they can help their child select a taonga (treasure) that represents their culture/s that they can bring to school. Some students may want to select 2 or 3 items to reflect this. The taonga could be an old photograph, a cultural artefact, a piece of jewellery, a war medal, artwork, an ornament, an instrument, a piece of clothing, a toy, etc. Some students may want to share a story or experience they perceive to be a taonga. If the item is too precious to bring to school, you could recommend that a photograph of the item is shared instead or you could work with these students at school to search for images online and print them off.

Getting started

Read *A Quilt for Kiri* by Don Long, or a similar book about family heirlooms.

Discuss the gift of the tivaevae (quilt) in the story. Explain that this gift is a family taonga that sparks special memories for Kiri and her Dad and connects them to their Cook Islands whakapapa and whenua.

LEARNING SEQUENCE



You could encourage parents, grandparents, and great grandparents to come to school to share taonga and stories with the students.

Development

Have the students work in groups of three to four to share their own family taonga. Encourage students to explain what their taonga is, why it is special to them, and how it connects to their cultural heritage and family story. Once everyone has shared, have the students switch groups so that they can listen to different classmates share their taonga.

Carefully place all the taonga on a display table and invite students to come and look at the range on display.

Give each student a square of paper and have them draw and colour a picture of their taonga onto the square. Make sure that one square of paper is used for one taonga so students with more than one will need multiple squares.

Glue all the squares of paper on a large piece of backing paper to create a large tivaevae (quilt) to display on the classroom wall.

Ideas for alternate year

As a class, read *Tōku Pepeha* by Pareraukawa Moore.

Have students share their prior knowledge and experiences of pepeha. Encourage students to write their own pepeha if they know it, or to research and write one based on the pepeha structure shared in *Tōku Pepeha*.

Students may have already learned a basic pepeha at pre-school or in the junior school. Some of your students may be able to introduce themselves using an advanced pepeha. Build on your students' prior knowledge and encourage *tuakana-teina* relationships to support learning where possible.

Teachers need to be flexible and creative about the pepeha structure. Encourage students to include things that are meaningful to them. Some students may not have an iwi or hapū or identify with a maunga or moana, or they may identify with one from another country.

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

Have the students practice their pepeha and share it in small groups or with the class. Encourage the students to reflect on what they found out about their classmates. Ask questions, such as "Does anyone share the same maunga or the same waka?" "What different places do we come from?"

Question box

Refer to *Theme 1 Activity 2*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

LEARNING SEQUENCE

Conclusion

View the completed class tivaevae and emphasise and celebrate the diversity shown in the quilt.

Ask the class:

- What do you notice about our class tivaevae?
- Why are there so many different taonga?
- Which taonga are similar?
- Which taonga are different?
- What cultures can we see in our class tivaevae?

Conclude the activity by reading *Same, Same But Different* by Jenny Sue Kostecki-Shaw, a story of two penpals who share many similarities.

My whānau

Learning outcomes

- Students will describe their whānau and identify what makes it unique.
- Students will understand that family structures are diverse.

Suggested time allocation

45 minutes

Resources

- *My Family, Your Family* by Lisa Bullard
- Family photographs
- 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 personal wellbeing.

Key competencies

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

LEARNING SEQUENCE

Preparation

Contact parents and whānau prior to this activity to explain that students are learning about each other's whānau and identifying what makes their family unique. Ask if they can send through copies of family photographs.

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.

Getting started

Read *My Family, Your Family* by Lisa Bullard.

As a class, discuss the book using these questions as conversation starters:

- What different kinds of family are shown in the story?
- Is your family like a family in the story?
- What words can we use to describe what a family is?
- Does family mean the same thing to everyone?

Level 2

Year
3-4

THEME 2
Activity 3

LEARNING SEQUENCE

Families are meant to make us feel loved, safe, and cared for. There is a possibility that this activity could prompt a student to disclose that they feel unsafe at home. Make sure that you are aware of what to do if this happens. Check out your school policies on abuse and disclosure. For further support in handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources* and *Child Matters*.

Development

Families in New Zealand are diverse. Some children have gay parents, some live in intergenerational homes, some are raised by grandparents, some live in two different homes, etc. It is important that you promote inclusive values and build a culture of respect when discussing and celebrating diverse family structures.

Explain to students that we are going to find out about each other's families.

Have the students develop a visual representation of their family. They might draw a family tree, make a poster using drawings and photographs, paint a picture, or create a digital slideshow or movie. Encourage students to include information in their presentations to show how their family is unique. For example, if another language is spoken at home the student could include speech bubbles with words from the home language inside or if the student lives in two different houses, they could draw these houses and the people in them, etc.

In pairs, invite the students to share their visual representations of their families.

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.

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

Encourage the students to recognise the different views of family from their diverse perspectives. For example, Kaumatua are elders in Māori society who have important roles in families such as preserving traditions and knowledge, and nurturing the young; multigenerational homes are common in Pasifika and Asian families with grandparents, parents, and children living together, etc.

Question box

Refer to *Theme 1 Activity 2*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

LEARNING SEQUENCE

Conclusion

Celebrate the idea of family diversity by encouraging 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”.



Students could 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.

I am unique

Learning outcome

Students will recognise ways that they are similar and different to their classmates.

Suggested time allocation

45 minutes

Resources

- Inkpad
- *My identity wall (Appendix 4)*, one per student
- *What I Am* by Will.i.am

CURRICULUM LINKS

Underlying concepts

- **Hauora:** building a greater sense of personal identity and enhancing taha wairua (spiritual wellbeing).
- **Attitudes and values:** developing respect for other people through acceptance of differences.

Key competencies

- **Using language, symbols, and texts**
- **Relating to others**
- **Participating and contributing**

LEARNING SEQUENCE

Getting started

Play a game of “Favourites”. Point to three corners of the room and say “Apples, bananas, oranges”. Ask students to choose the option they prefer and go to the related corner. Repeat a number of times using different sets of favourites.

Examples you could use or adapt:

- Kumara, potato, yams
- Poi, rākau, kapa haka
- Bike riding, skating, scootering
- Beach, forest, mountain
- Cookies and cream, goody goody gum drops, hokey pokey
- Netball, basketball, rugby

Reflect on the game. What did you learn about your classmates? Did you make the same choices as your friends all the time? Emphasise that we are all unique and that it is okay to have different preferences, qualities, and interests to each other.

Level 2

Year
3-4

THEME 2
Activity 4

LEARNING SEQUENCE

Development

Share the following whakataukī with the students which celebrates diversity:

E koekoe te tui, e ketekete te kākā, e kukū te kererū

The tui sings, the kaka chatters, the kereru coos

Build on the idea of being unique by telling the class that there is one thing that we have and we are the only person in the world that has it. Can they guess what it is? (Answer: Fingerprints.)

Give each student *my identity wall (Appendix 4)* and explain they are going to record pictures, words, and symbols on the wall to help to show who they are and what they are about. They will also add their fingerprint to the wall as a symbol of their uniqueness. Before the students begin, brainstorm ideas on what they could include on their identity walls. Suggestions might include:

- Writing words to describe their personality
- Drawing a picture that reflects their cultural identity. For example, tapa designs, whakairo patterns, their country's flag, etc
- Drawing their family
- Drawing their friends
- Recording their age
- Colouring a square in their favourite colour
- Drawing a picture of themselves playing their favourite sport or hobby
- Drawing something they are really good at
- Drawing something that is important to them about who they are
- Drawing their favourite food, drink, cartoon character, superhero, etc.

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

Stop the class at regular intervals to share ideas. While the students are working on their walls, invite them to use an inkpad to put their fingerprint in the first box.

Ideas for alternate year

Instead of creating an identity wall, students could create a digital slideshow to describe themselves. The slideshows could be shared and discussed with the class, and added to throughout the year. Students could work with a buddy to view each other's slideshows and discuss how they are the same and different to each other.

Question box

Refer to *Theme 1 Activity 2*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

LEARNING SEQUENCE

Conclusion

Once identity walls are completed, ask the class to share parts of their wall with other students. This could be done as a doughnut activity or in small groups.

The doughnut activity enables students to have a structured conversation with several people in a short space of time. Students stand in two circles facing each other. Working with the partner they face, they take it in turns to share information and ideas or ask each other questions. At a signal from the teacher the outside circle moves one space clockwise. Students now report to the new partner. These steps can be repeated.

Attach individual identity walls to the classroom wall to form a large class identity wall.

Listen to *What I Am* by Will.i.am, a song about being proud of who you are.

Encourage students to share what they are proud of about themselves with a buddy. If students are struggling to come up with an idea, refer them to their identity wall or offer them a suggestion.

Gender diversity

Learning outcome

Students will explore gender identity, gender stereotypes and diverse gender roles.

Suggested time allocation

45 minutes

Resources

- *Who are you?: The kids guide to gender identity* by Brook Pessin Whedbee
- *Introducing Teddy* by Jessica Walton
- *Yes/No game questions (Appendix 5)*
- *Horace and Morris but mostly Delores* by James Howe
- *Gender roles activity cards (Appendix 6)*, one set per group

CURRICULUM LINKS

Underlying concepts

- **Attitudes and values:** developing respect for others by recognising diversity and demonstrating inclusion.

Key competencies

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

LEARNING SEQUENCE

Getting started

Have students consider what choices they would make in the following five scenarios:

- You are at the beach with your family. What do you like to do the most at the beach?
- You are at the park with your friends. What do you like to do the most at the park?
- It's lunch time at school. What do you like to do the most at lunch time?
- You are at the mall with your cousins. What do you like to do the most at the mall?
- You are at home over the weekend. What do you like to do the most at home?

Have the students get into groups with 5–6 members. Make sure that there are boys and girls in the group. Have students share their choices for each scenario. Ask the students to consider the following questions:

- Do girls and boys make different choices to each other? Or similar choices?
- Do girls have to act in a certain way?
- Do boys have to act in a certain way?
- What if you don't feel like a boy or a girl?

” to the students.

Sex: Refers to how a person’s body is classified based on genitals, chromosomes, gonads etc. Sex and gender are not the same thing, although commonly mistaken to be.

Gender: Our sense of being a man or a woman or someone else. It may not be the same as the sex we were assigned at birth and is influenced by society and culture.

Gender role: The actions, attributes, clothes and roles traditionally associated with a particular biological sex.

Stereotypes: A stereotype is a widely accepted judgment or bias about a person or group — even though it’s overly simplified and not always accurate.

Read *Who are you?: The kids guide to gender identity* by Brook Pessin Whedbee to support student understandings about gender.

This activity could generate debate because some students may have already been exposed to diverse genders and roles while others could have a more traditional view of how people should identify and behave. Encourage students to respect the right for everyone to have an opinion and to disagree in respectful ways.

Development

As a class, read the story *Introducing Teddy* by Jessica Walton. Discuss the story using the following questions as discussion starters:

- Why was Tilly the Teddy sad?
- How does Errol react when Tilly tells him that she is a girl teddy?
- What does Ava say to Tilly when she changes her bow tie to a bow?
- Does being Tilly the Teddy change what activities she can do with Errol?
- How can you show that you accept someone for who they are? Why is it important to accept people when they are different from you?

Your students may have family members or friends who are *transgender*, or *intersex*, or they could be transgender or intersex themselves. Ensure that you develop an inclusive classroom culture where gender and sex diversity is acknowledged, valued, and respected. For guidance on supporting gender and sexuality diversity visit *Inclusive Education Guide*.

Explain to students that you are about to play the “Yes/No” game. Have the list of *yes/no game questions (Appendix 5)* available to read out. Ask the students to put a thumb up or thumb down to say Yes or No to the questions that you read out. Do a practice one together. For example, “Can any person be a hairdresser?” Students can lower their heads and possibly shut their eyes so that they are not influenced by others. Note the questions that result in the most disagreement.

Once the students have responded to all the questions, facilitate a discussion on the questions having the most disagreement. Start in small groups to discuss the questions. It is easier to voice ideas in a small group, even if opinions differ within the group. The following questions could be used as discussion starters:

- Who do you think can’t do this role?
- Why do you think this?
- Who disagrees? Why?
- Where do expectations for our behaviour come from?
- Are these expectations the same for everyone?

LEARNING SEQUENCE

Provide examples of people in non-traditional gender roles and discuss cultural differences. Encourage students to share examples from their own whānau or communities.



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.

Ideas for alternate year

Read the book *Horace and Morris but mostly Delores* by James Howe and discuss the following questions:

- What does this story say about what boys like?
- What does this story say about what boys can do?
- What does this story say about what girls like?
- What does this story say about what girls can do?
- What if you don't feel like a boy or a girl?

Have the students work in groups of 3–5. Give each group a set of *gender roles activity cards* (*Appendix 6*) containing two heading cards and a number of activity cards. Ask students to discuss whether each activity is for all people or some people and place the activity card under the chosen heading.

When all groups have finished the activity, ask students to walk around and look at how other groups have placed their cards. Discuss the lists with the class and the reasons for the different placements between groups.

Emphasise that our gender does not mean that we have to like certain things or behave in certain ways, and not everyone feels like they are a boy or a girl. It is great that we are all different. We all deserve to feel loved, safe, and accepted.

Question box

Refer to *Theme 1 Activity 2*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Emphasise that our gender does not determine our interests or behaviours. It is okay to not follow and challenge gender stereotypes. We all need to have the freedom of self expression.

What makes me happy?

Learning outcome

Students will identify what makes them happy and understand the benefits of happiness.

Suggested time allocation

45 minutes

Resources

- *My Friends Make Me Happy!* by Jan Thomas
- *Hauora poster (Appendix 7)*
- *What contributes to my happiness? (Appendix 8)*, one per student
- *Happiness jar (Appendix 9)*, one per student
- *Happy* by Pharrell Williams
- *Lyrics to Happy (Appendix 10)*
- *80-odd years of happy*

CURRICULUM LINKS

Underlying concepts

- **Hauora:** building a greater sense of self-awareness to enhance taha wairua (spiritual wellbeing).
- **Attitudes and values:** developing attitudes of valuing themselves and others through exploring what makes them and others happy.

Key competencies

- Thinking
- Managing self

LEARNING SEQUENCE

Getting started

- As a class, read *My Friends Make Me Happy!* by Jan Thomas.

Development

Show students the *hauora poster (Appendix 7)* and explain the *four dimensions of wellbeing* – emotional, physical, social, and spiritual. Ask students to brainstorm all the things that make them happy and give them a sense of wellbeing. Happiness is like other feelings. It comes and it goes. If you don't feel happy all the time, or for long, it's okay.

Record their ideas under the different dimensions of the *hauora poster (Appendix 7)*. For example, playing rugby could go under taha tinana; spending time with cousins could go under taha whānau, doing yoga at school could go under taha wairua, having a play date with a new friend could go under taha hinengaro, etc. Encourage students to come up with a range of ideas like the character in the story. Share the things that bring you happiness with your students so that they can get to know you better as a person.

LEARNING SEQUENCE

Give each student a copy of *What contributes to my happiness? (Appendix 8)* and have them record what makes them happy on their own where. Encourage them to consider what dimension of wellbeing each idea fits into.



Students could ask a family member what makes them happy. Encourage your students to take action at home to enable that family member to experience happy moments.

Working in small groups of 3–4, have the students share what makes them happy with each other. Discuss the following questions:

- What ideas are similar to yours?
- What ideas are different to yours?
- Do you want to add any additional ideas to your where now that you have heard the things that make your classmates happy?

Give each student a *happiness jar (Appendix 9)*. Have the students draw the top 10 things that make them happy inside their jars.

Create a shelf wall display and display the jars along the shelf.



Students could conduct a mini inquiry into the health benefits of happiness.

Question box

Refer to *Theme 1 Activity 2*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Ask the students to look inside their happiness jars and describe the emotions that they feel when they experience the things that are listed inside their jars.

Explain to students that it's important that we take time to do the things that make us happy because it is good for our hauora (wellbeing). Encourage students to think about their happiness jars when they are feeling sad, worried, lonely, frustrated, or stressed. Suggest that they do something that makes them happy to bring about positive feelings.

Sing the song *Happy* by Pharrell Williams using the *lyrics (Appendix 10)*.

Extension

Have students work collaboratively to make their own video to contribute to each other's happiness. Share the video *80-odd years of happy* from a retirement village in Christchurch as inspiration. Present the students' video in a school assembly and put up a happiness challenge to the rest of the school.



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 also need to develop strategies to deal with conflict and peer pressure. It is important that students 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.

Growing healthy relationships

Learning outcome

Students will identify different types of relationships and strategies to enhance their own relationships.

Suggested time allocation

45 minutes

Resources

- The class *landscape wall display (Appendix 1)*
- *Pohutukawa flower (Appendix 11)*, one per student
- *Lava* song
- *Me and my actions (Appendix 12)*, one per student

CURRICULUM LINKS

Underlying concepts

- **Hauora:** considering ways to enhance friendships and close relationships to build taha whānau (social wellbeing).
- **Socio-ecological perspective:** recognising the need for mutual care and shared responsibility between themselves and other people.

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)* onto the *landscape wall display (Appendix 1)* with the label *Relationships Ngā Whanaungatanga (Appendix 1)*. As you work through the activities, consider ways that you can add to the learning landscape to represent the learning within this theme. See *Theme 1, Activity 1* for ideas.

Share the following whakataukī with the students:

He aha te mea nui o te ao?

He tangata! He tangata! He tangata!

What is the most important thing in the world?

It is people, it is people, it is people.

Discuss what this whakataukī means and ask students to write down the names of the most important people in their world.

LEARNING SEQUENCE

Introduce the concept *whanaungatanga* to your students, explaining that whanaungatanga means relationships. These are built on shared experiences and working together.

Development

Write on the board the names of people who the students know. For example: Mum, friends, the principal, celebrities (such as singers, movie stars, and sporting heroes), the bus driver, the Prime Minister, etc.

Ask students to identify the people they have a relationship with.

Have the students share different types of relationships and identify what makes them different. For example, friendship – you want to spend time with friends regularly.

View the song *Lava* which is about a lonely volcano who wants to love someone.

- What type of relationship does the volcano want?
- How do we know this?
- What feelings do the volcanoes express?
- What would be some of the challenges their relationship might face?

Learn the song and share it with another class or with whānau.

Compare relationships to a garden. If we want to grow healthy flowers or trees, we need to look after and nurture the garden. If we want to have healthy relationships, we need to look after ourselves and other people. Discuss what nurturing means.



Encourage students to consider relationships at home that they want to grow as well as relationships at school.

As a class, create a chart like the one below to describe what we need to do to grow and nurture a garden and what we need to do to grow and nurture relationships.

Growing and nurturing a garden	Growing and nurturing relationships
<ul style="list-style-type: none">• Water it• Weed it (weeds stop flowers and plants from growing)• Give it sunshine• Give it fertiliser• Learn about different growing conditions for different plants	<ul style="list-style-type: none">• Spend time together• Be kind• Share things• Do things that the other person likes to do• Understand the needs and interests of other people• Talk and express feelings and needs openly

LEARNING SEQUENCE

Have the students consider what skills we need to develop to grow a relationship. For example, communication, problem solving, expressing thoughts, feelings, ideas, controlling anger, positive talk, “I statements”.

Give each student a copy of a *pohutukawa flower* (Appendix 11). Have students identify a person who they have a friendship or close relationship with and write their name in the centre of the flower. On the four leaves of the flower, they write four different ways they can grow the relationship so that it blossoms like a pohutukawa flower. Have the students colour the flower in.

For example:



Ideas for alternate year

Have students individually complete *me and my actions* (Appendix 12). In pairs, students share and describe a time when they demonstrated one of the circled words. For example, “I am loving because I gave my mum lots of cuddles when she went away on her trip.”

As a class, discuss how their actions can improve relationships between the people involved.

Question box

Refer to *Theme 1 Activity 2*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Reflect on the learning outcome for this activity. Have the students cut out their pohutukawa flowers and create a flowering pohutukawa tree on your *landscape wall display* (Appendix 1) as a reminder of ways to enhance relationships.

Encourage students to decide on one action they will take over the coming weeks to grow a friendship or close relationship. Set aside time in the future to reflect or feedback on this.

Exploring manaakitanga

Learning outcome

Students will discuss the concept of manaakitanga and identify strategies to manaaki others.

Suggested time allocation

45 minutes

Resources

- *Manaakitanga image (Appendix 13)*, one for each group and teacher
- *Showing manaakitanga cards (Appendix 14)*, one set per group
- *Continuum cards (Appendix 15)*, one set per group
- Scissors, glue
- *Kauri leaves (Appendix 16)*, one per student

CURRICULUM LINKS

Underlying concepts

- **Health promotion:** helping to develop supportive practices to ensure the physical and emotional safety of all members of the school community.
- **Hauora:** building stronger interpersonal relationships and enhancing taha whānau (social wellbeing).

Key competencies

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

LEARNING SEQUENCE

Getting started

Ask the students if they know what the word *manaakitanga* means. Link this discussion with the students' prior knowledge and the school's values.

Development

Have the students work in groups with 3–4 members. Give each group a copy of the *manaakitanga image (Appendix 13)*. Read each outer circle and have the students give an example of this aspect of manaakitanga in the school or classroom setting. For example:

- Being a responsible host – We welcome visitors to our school through a pōwhiri.
- Treating people with respect – We speak kindly to each other.

Ask the groups to share their ideas back to the whole class. On the teacher's copy, record the students' ideas of how manaakitanga is practiced at school around the outer circles on the manaakitanga image. Check to see if there are areas that the class and school need to work on. Have the students offer ideas on how to do this.

LEARNING SEQUENCE



Encourage the students to discuss the concept of manaakitanga at home using the *manaakitanga image (Appendix 14)*. Students, together with their parents and whānau, could list ways that they show manaaki at home and identify ways that they manaaki their friends and neighbours. They could check to see if there are areas that they need to work on at home.

In the same groups, students are given a pair of *showing manaakitanga cards (Appendix 14)*. Have the students place them apart from each other. Give each group a set of *continuum cards (Appendix 15)* to discuss. Have them decide where to place the cards on the continuum. Students share with the class why they are placing them at a particular point. Encourage discussion using sentence starters such as:

- How do you think that person would feel if...
- Why is it sometimes hard to do what you know you should do?
- What would you do?

Question box

Refer to *Theme 1 Activity 2*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Reflect on how we can show manaakitanga in our lives. Hand out the *kauri leaves (Appendix 16)* to each student and ask them to write down on the leaf one way that they can manaaki other people at home and school. Place the leaves on an outline of a kauri tree on your *landscape wall display (Appendix 1)* to create a “great kauri tree of manaakitanga”.

Recognising and expressing my feelings

Learning outcomes

- Students will describe different emotions that they feel.
- Students will manage their thoughts and feelings in appropriate ways.

Suggested time allocation

45 minutes

Resources

- A book about managing feelings, for example, *Koala Lou* by Mem Fox or *A Family Dinner Scene* from *Inside Out*
- *Feelings scenarios (Appendix 17)*, one per group
- *Feelings dice template (Appendix 18)*, one per student

CURRICULUM LINKS

Underlying concepts

- **Hauora:** developing an ability to express thoughts and feelings to enhance taha hinengaro (mental and emotional wellbeing).
- **Health promotion:** developing communication skills to enable them to express their needs and listen to those 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 a story about managing feelings, for example, *Koala Lou* by Mem Fox. As a class, identify the various feelings experienced by the character. Alternatively you could watch *A Family Dinner Scene* from the *Inside Out* movie and discuss the thoughts, feelings, and emotions of Riley.

Emphasise that it is okay to have lots of different feelings and that it is okay to feel angry or sad or scared. But it's not okay if we treat other people badly because of the way we feel. Ask the students how they are feeling today.

LEARNING SEQUENCE

Students could practice te reo Māori phrases to describe how they are feeling:

Kei te pēhea koe?

How are you?

Kei te koa au.

I am happy.

Kei te hiamoe au.

I am sleepy.

This [webpage](#) offers a list of te reo Māori words that students can choose from to describe their feelings.

Development

Draw a set of traffic lights on the board. Ask the students what each colour means, red = stop, green = go, orange = stop if it's safe to do so.

Explain that we can compare the use of traffic lights to the nature of our thoughts and feelings and ways we can manage them. For example, when we are really angry and have strong thoughts/feelings about wanting to hurt somebody or something, it is like a red traffic light. We need to stop and think about what is happening and why we are thinking and feeling this way. If we are angry, have strong thoughts, and decide to walk away from the situation to calm down then that is like a green light. We recognise that we need to use strategies or seek help to keep ourselves and others safe. Green = GO, Orange = PAUSE AND THINK, Red = STOP AND THINK.

Anger is a healthy feeling/emotion just like all the others. It is important that we express our anger in healthy and respectful ways.

Read out the first story from the *feelings scenarios (Appendix 17)* to the class. Have the students discuss how they might feel in that scenario in relation to the traffic lights and brainstorm a range of solutions. Explain to students that it is important to tell someone if anyone is making you feel bad, uncomfortable, or if they are asking you to do something that feels unsafe. Emphasise the importance of positive self talk, of being a good friend to yourself, and challenging unhelpful thoughts with more positive ones.

Have the students get into groups of 3 or 4. Give them the rest of the *feelings scenarios (Appendix 17)* to read through and discuss. Explain to students that some people will respond to the scenarios differently to others, and that is okay. Some students might not see the challenges others do in some scenarios. They might think "what's the problem?" and that's okay. Encourage them to view the scenarios from a range of perspectives. It is important that we respect each other's thoughts and emotions even if they are different to our own.

In groups, students choose one scenario to role play. Encourage the students to dramatise a solution to the problem. Who can the character talk to? What action can they take?

LEARNING SEQUENCE

Ideas for alternate year

Discuss how our feelings/thoughts/emotions change throughout the day. Emphasise that although we cannot help how we feel, it is important that we identify our thoughts and feelings so that we can do something positive about them.

Give each student a *feelings dice template (Appendix 18)* to make up. Arrange students in a circle on the floor in groups of five with their dice. Each student takes a turn to roll an emotion/feeling on their die. Students share a time when they experienced that feeling. Allow students to roll again if their feelings and memories are too much for them to share. Encourage them to talk to you or someone else about this.

Place big sheets of paper around the room, each sheet with a different feeling/emotion as the heading. Include happy, sad, angry, scared, worried, excited, and jealous.

Students move around the room writing ideas for things they can do to manage these different emotions. Discuss the strategies students have identified. Doing nothing can be an option too.

Question box

Refer to *Theme 1 Activity 2*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Draw a large set of traffic lights for the wall. Students brainstorm some ideas to write beside each light.

- When my thoughts are red I could ...
- When my thoughts are orange I could ...
- When my thoughts are green I could ...

Re-emphasise that all feelings/emotions are okay. It's what we do with the feelings that matters. You might like to refer the students back to their happiness jars to find self-help strategies to enhance their wellbeing and cope with red or orange thoughts.

Managing relationships and challenging situations

Learning outcome

Students will develop strategies to manage relationships and challenging situations.

Suggested time allocation

45 minutes

Resources

- *I Want to Be Zippy!* by Fiona Liddell
- *Managing relationships scenario cards (Appendix 19)*, one set per group

CURRICULUM LINKS

Underlying concepts

- **Attitudes and values:** developing a sense of social justice and demonstrating fairness.
- **Health promotion:** developing strategies to improve the wellbeing of their classroom and school community.

Key competencies

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

LEARNING SEQUENCE

Getting started

In groups of 7, have the students read the play *I Want to Be Zippy!*

As a class, discuss what happened in the play.

- Which characters were uncooperative?
- What did they do or say?
- Which characters tried to offer solutions?
- What did they do or say?
- How did the children in the play solve the problem?
- Have you ever been in a similar situation?
- What happened and what did you do?

Encourage students to reflect back on what they learned about cooperation in *Theme 1*. You could refer them to their definition of cooperation, the cooperation chart, or the whakataukī about cooperation.

LEARNING SEQUENCE

Development

Explain to the students that there are times when we face challenging situations in relationships at home, school, and in our wider communities. Sometimes we are even challenging ourselves. Knowing how to manage these times in positive ways is an important skill to develop.

Share the following scenario with the class:

When I play tag with my friends, Liam always says he's not in. Even when he gets tagged, Liam refuses to be in and when we tell him that he has to be in, he says he's not going to play anymore. It is so annoying.

As students consider how to respond to the scenario it might be helpful for them to consider why situations are challenging sometimes. This may give them a greater understanding of the situation and a more empathetic solution.

Have the students discuss what they could do to manage the situation with Liam. Encourage them to express their feelings and negotiate an outcome so that everyone is satisfied. For example, students could say to Liam "I feel when because I would prefer"

You could introduce the idea of passive, aggressive and assertive communication here.

- Passive - If we let Liam get his way, we may not enjoy the game.
- Aggressive - If we are mean to Liam, he might get upset.
- Assertive - If we think about what's fair, compromise, explain how we feel, we can still be respectful.

Record the phrases that students could use to talk to Liam and practice saying them to a buddy.

Have the students get into groups of 3. Give each group a set of *managing relationships scenario cards (Appendix 19)* to read. Have each group discuss what they could do or say in each scenario to manage the situation positively. In some of the scenarios, students might decide that they don't need to do anything. That is okay.

Encourage students to select a scenario to act out. Have the students decide on a positive way to manage the situation and role play it for the class. At the end of the role play, encourage the students to think of additional ways to manage the situation so that a range of strategies are developed.

Question box

Refer to *Theme 1 Activity 2*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Emphasise the importance of managing challenging situations positively in the classroom, as well as within our families, and wider lives.

Managing peer pressure

Learning outcomes

- Students will describe examples of positive and negative peer pressure.
- Students will develop and practice responses to use in peer pressure situations.

Suggested time allocation

45 minutes

Resources

- *Free Juice* by Giselle Fortune
- *Peer pressure scenarios (Appendix 20)*, one scenario per group
- *Peer Pressure* song
- *Where Oliver Fits* by Cale Atkinson

CURRICULUM LINKS

Underlying concepts

- **Hauora:** developing an ability to stand by their own values and beliefs and manage negative peer pressure to enhance taha wairua (spiritual wellbeing).
- **Attitudes and values:** develop a positive and responsible attitude to their own wellbeing through valuing their own beliefs and judgments and acting with integrity.
- **Health promotion:** develop skills to respond to negative peer pressure situations.

Key competencies

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

LEARNING SEQUENCE

Getting started

Read *Free Juice* by Giselle Fortune. Discuss the story using the following questions as discussion starters:

- Is it okay for the children to take the juice?
- Why did Jack take the juice?
- How does Jack feel after he has taken the juice? Why does he feel this way?
- What do the illustrations tell us about how Jack is feeling?
- Do you think Jack made the right decision in the story? Why or why not?
- How does Jack feel when he tells Mr Renata what he has done?
- How does Jack feel after he tells Mr Renata what he has done?
- What would you have done if you were Jack?
- What do you do if you don't agree with a choice that a friend has made?

LEARNING SEQUENCE

This story gives insight into Jack's feelings and thinking. Encourage students to listen to their own feelings when they are unsure of a situation. You might want to encourage students to "trust their gut" explaining that a gut feeling is an instant, basic feeling that can sometimes present itself as a physical reaction. For example, butterflies in the stomach, or feeling sick.

Development

Introduce the term "peer pressure" to the class. Ask the students if anyone knows what it means. Refer back to the story *Free Juice* to help illustrate the concept of peer pressure, explaining that Jack was influenced by his friend Luke to steal the juice. Emphasise that peer pressure can be both negative (being pressured to do something that is wrong or not good for us) and positive (being encouraged or inspired by our friends).

Ask the students to share a time when they experienced peer pressure, either good or bad. What happened? How did they feel?

Explain that it is sometimes hard to stand up to our friends but there are times when we need to respond to negative peer pressure situations. It's a good idea to be prepared for the challenges of peer pressure.

Have the students work in groups of 3 or 4. Give each group a *peer pressure scenario (Appendix 20)* and have them list three different responses they could use in the situation. Explain that the responses can be straightforward (Walking away or saying "No way"); deliberately distracting ("Let's play soccer outside instead"); or even funny ("No thanks. I'm allergic to breaking rules."). Explain to the students that they may come to a point where they need to tell an adult. When might this be?

Have the students role play the scenario and their three different responses to the rest of the class. Ask the class if they can think of alternative responses that could be used.



Students could ask their parents and whānau about their experiences of peer pressure. How have they been influenced by their peers? What do they do if they don't agree with something that their friend does?

Ideas for alternate year

As a class, read the story *Where Oliver Fits* by Cale Atkinson and discuss the ways that Oliver tries to fit in in the story. What lesson does Oliver learn?

Work in groups to role play what we can do when a friend is pressuring us to do something that we don't want to do. Identify real life situations and support the students to develop strategies for dealing with them.

Question box

Refer to *Theme 1 Activity 2*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

LEARNING SEQUENCE

Conclusion

Listen to the song *Peer Pressure*. Encourage the students to think of a sentence, slogan, or rhyme that encourages people not to give in to peer pressure. For example, “Think for yourself”. “It’s OK to say no”. “Be an individual”. Record these sentences and slogans on a class chart and display.

Helping my whānau

Learning outcomes

- Students will recognise ways to enhance family relationships and wellbeing.
- Students will identify their responsibilities at home.

Suggested time allocation

45 minutes

Resources

- *Helpful* by Feana Tu'akoi
- *My whānau wellbeing goal (Appendix 21)*, one per student

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

As a class, read *Helpful* by Feana Tu'akoi. Discuss the story using these questions as discussion starters:

- Why don't Vika and Kele want to help Grandad in the garden?
- What would they rather be doing?
- Do you think they should help Grandad? Why? Why not?
- What would happen if nobody helped Grandad in the garden?
- How do you help around your home?
- Why is it important to help your family at home?
- What else do you do to contribute to the wellbeing of your family?

LEARNING SEQUENCE

Development

Have the class brainstorm a list of things that they already do or that they could do to contribute to their home and their family's wellbeing. Ideas might include carrying out chores, being kind and respectful, giving compliments, taking more time to chat, spending less time on screens, using manners, giving hugs, offering to help with dinner etc.



Encourage the students to talk with their whānau about ways that they already contribute to the wellbeing of their family and things that they could do in the future.

Give each student *my whānau wellbeing goal (Appendix 21)* and ask them to write down a goal to work on to contribute to family relationships and wellbeing. Ask students to identify the dimensions of wellbeing their goal will support. Students can choose whether they would like to share their goal with their whānau. Goals could include:

- I'm going to give my mum more hugs.
- I'm going to hang out with Dad in the kitchen when he cooks dinner to talk about our days.
- I'm going to tidy the lounge and set the table before breakfast.

Encourage students to consider whether they could follow these same goals in the context of their class or school environment too.



Encourage the students to recognise their roles and responsibilities in the wider community. Have them consider ways that they can be a helpful neighbour and community citizen. They could bake a cake for an elderly neighbour, or help pick up litter at the local beach.

Idea for alternate year

Carry out a statistical investigation to find out what responsibilities the students have at home. This could be done using Google Forms or Survey Monkey. Brainstorm a list of different jobs that students do at home and put them into a chart. Call out each job and have the students put up their hands if have this responsibility. Record students' names in the chart.

For example:

Job	Names of students
Make my bed	Mark, Kiri, Simone, Sam, Tavita, Sione
Feed the pets	Tavita, Sean, Amy, Bella
Do the dishes	Sione, Beth, Finley, Will, Milly, Sara
Fold the washing	Beth, Amy, Sean
Wash the car	Mark, Sam

LEARNING SEQUENCE

As a class, discuss the findings using the following questions as prompts. Keep in mind that students will have different responsibilities for a range of reasons. These may be part of your discussion.

- What is the most common job carried out by students at home?
- What is the least common job?
- Do all students in our class have responsibilities at home?
- Do some students have more responsibilities than others? Why is this?
- Who thinks they could be more helpful at home?
- Is there a job on the list that you would like to try at home?
- What are the benefits of being helpful?

Question box

Refer to *Theme 1 Activity 2*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Over coming days and weeks take some time to reflect on the goals that students have set for themselves at home. How are they doing? Do they need to work harder? Is there another goal that they could set themselves next?



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. Recognising how our bodies change during puberty and beyond, gives students confidence, knowledge, and skills to navigate social and physical changes. Developing a positive body image and effective body care habits help us grow with confidence. This includes being comfortable with our body shape and size, exploring hygiene habits, and understanding the benefits of exercise.

What do I need to grow?

Learning outcomes

- Students will describe how their body has changed and grown since birth.
- Students will identify the things they need for healthy growth and development.

Suggested time allocation

45 minutes

Resources

- The class *landscape wall display (Appendix 1)*
- *Kākano* by Kelly Joseph
- Large sheets of paper, one per group and teacher
- Newspapers, magazines, Clipart etc, to source images
- Glue
- Scissors
- *Looking after yourself and others cards (Appendix 22)*, one copy per group
- *Taking care headings (Appendix 23)*, one set per group

CURRICULUM LINKS

Underlying concepts

- **Hauora:** considering the physical, mental and emotional, social, and spiritual dimensions of growth and development and how to support overall wellbeing.
- **Health promotion:** developing knowledge and skills to empower them to take action to improve their own wellbeing.

Key competencies

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

LEARNING SEQUENCE

Getting started

Explain to students that we are exploring a new theme "Growing and changing Te tipu me te huri o te tangata" where we will learn about caring for our changing bodies. Place the *fourth whetū (star)* onto the *landscape wall display (Appendix 1)* with the label *Growing and changing Te tipu me te huri o te tangata (Appendix 1)*. As you work through the activities, consider ways that you can add to the learning landscape to represent the learning within this theme. See *Theme 1, Activity 1* for ideas.

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.

LEARNING SEQUENCE

As a class, read *Kākanō* by Kelly Joseph. Explain to the students that they are like the seed in the poem – small, precious, and full of life. Make a list of what the seed needs to grow. Ask the students if they need the same things to grow? You could revisit the concept of hauora using their *hauora posters (Appendix 7)* and encourage them to consider their physical, mental and emotional, social, and spiritual needs.

Development

- Have students work in groups of 3–4 and list all the ways they have grown and changed since they were born. Encourage them to consider physical changes (how their body has grown from a baby to a child – they may now be able to ride a bike); mental changes (what they have learnt to do as they have grown – they may now know some basic facts); social changes (how their relationships with others have changed and expanded – they may have made new friends on their own); and spiritual changes (how their values and beliefs have developed as well as their awareness of themselves and the world around them – learning about what feels right and wrong).



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 the needs of the young child, and discover what they can and can't do, what they eat, and how they like to play.

In the same groups, have the students list what they need to achieve all the growth and changes that they have identified. For example, rest, food, water, family, friends, connection with others, love, books, school lessons, after school activities, sports teams, exercise etc. Students draw or write their ideas on a big sheet of paper and present back to the whole class.

Draw a full body outline on a big sheet of paper or whiteboard. Have the students get pictures from newspapers, magazines or Clip Art, or draw their own images, to represent what we need for growth and development. For example, a student could find or draw a picture of a phone because it represents the need for communication. Paste the pictures inside the body outline. Emphasise the need for a range of items related to all aspects of wellbeing.

This activity could be completed in a shared Google doc or alternative online space where students add pictures to a collaborative document.

Once completed, facilitate questions that relate to overall wellbeing – physical, emotional, social, and spiritual. If the students added pictures of people, discuss what different types of people we need; if they added pictures of food, talk about what types of food are good for us. Emphasise that people need the same components for growth but individually there will be differences.

Ideas for alternate year

Have students work in groups of 3–4. Give each group a set of the *looking after yourself and others cards (Appendix 22)*. Explain that these cards describe ways that we can look after ourselves and others.

Hand out the *taking care headings (Appendix 23)* to each group. Have the students sort through their *looking after yourself and others cards (Appendix 22)* and place them under the appropriate heading.

LEARNING SEQUENCE

For example:

- Taking care of our feelings – talking about our feelings, having a trusted adult, spending time with friends, doing something you enjoy.

Have the students consider what other ways they can take care of their bodies, feelings, and each other.

Question box

Refer to *Theme 1 Activity 2*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Display the body outline on the wall and encourage the students to add more pictures to it over coming weeks.

Our physical differences

Learning outcomes

- Students will recognise the ways that they look different to each other.
- Students will identify the things that they like about their own bodies.

Suggested time allocation

45 minutes

Resources

- *Abigail the Whale* by Davide Cali, or another story about body image
- *I Like Myself* by Karen Beaumont

CURRICULUM LINKS

Underlying concepts

- **Attitudes and values:** develop a positive attitude about their bodies and the way that they look to enhance their own mental and emotional wellbeing.

Key competencies

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

LEARNING SEQUENCE

Getting started

Some students may feel insecure about their bodies and the way that they look. It's important that you establish a supportive and inclusive class environment to ensure that students feel safe to share and participate. *Developing an inclusive classroom culture* offers advice on how to establish a caring and respectful class climate.

As a class, read *Abigail the Whale* by Davide Cali. Discuss the story using these questions as conversation starters:

- Why does Abigail hate swimming?
- How do you think she feels when the other children call out "Abigail is a whale"?
- What advice does Abigail's teacher give her?
- How does Abigail follow this advice in the story?
- What different things can Abigail do with her body?
- How do you think Abigail feels about herself and her body at the end of the story? How do you know?
- Looking through the illustrations, what do you notice about body shapes and sizes?
- What is the message of the story?

LEARNING SEQUENCE

Development

Have students consider ways that they look different from each other. Encourage them to look at differences in height, hairstyles, hair colour, skin tone, eye colour, and whether we wear glasses, hearing aides, or cultural dress.

Have students identify a part of their body that they like or that helps them do something that they enjoy. For example, somebody might like their long fingers because they help them play the piano; somebody might like their dark, curly hair because it is like their Dad's; or somebody might like their shoulders because they feel strong. Have the students share their ideas in small groups.



Some of your students might find it difficult to identify something about their bodies that they like. You could ask them to discuss ideas at home first and/or offer suggestions to them.

Create a class movie that promotes a positive body image by recording each student sharing one thing that they like about their bodies. Watch the movie together and share it with parents and whānau. Alternatively, students could draw a picture of themselves on an A3 piece of paper, emphasising the part of their body that they like or are proud of. Write captions to go with the artwork.

Question box

Refer to *Theme 1 Activity 2*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Finish the activity by sharing the book *I Like Myself* by Karen Beaumont, a story that promotes self love and acceptance.

Moving my body

Learning outcomes

- Students will describe the benefits of exercise.
- Students will demonstrate positive ways of including others in play.

Suggested time allocation

45 minutes

Resources

- *Move Your Body, My Exercise Tips* by Gina Bellisario
- Equipment for movement activities, for example, *GoNoodle*, *futureFerns*, *Moana A Cosmic Kids Yoga Adventure!* or *Yoga for Kids*

CURRICULUM LINKS

Underlying concepts

- **Hauora:** exploring the physical body; its ability to move and the benefits that exercise brings to physical and mental wellbeing.
- **Health promotion:** take action to improve their wellbeing and the wellbeing of others.
- **Attitudes and values:** developing responsibility for the inclusion of others in play.

Key competencies

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

LEARNING SEQUENCE

Getting started

As a class, read *Move Your Body, My Exercise Tips* by Gina Bellisario. Discuss the story using these questions as conversation starters:

- What different ways can you exercise your body?
- What are the three different types of exercise called?
- Why is exercise important? What health benefits does exercise bring?
- What is your favourite way to exercise your body? Is it aerobic? Anaerobic? Stretching? Or a combination of some, or all, of these?



Students could carry out an inquiry to discover the most popular form of exercise in their class. Do older students have the same or different exercise preferences? What about parents and whānau?

LEARNING SEQUENCE

Development

Have the students draw a picture of themselves enjoying a favourite physical activity, game, or sport. In groups of 3 or 4, have the students share their pictures and discuss the following questions:

- What is your favourite activity, game, or sport and why?
- Who do you like to exercise or play games with?
- How do you include others in your activities or games? What do you say to them? How do you help them know what to do?
- How do you join a game? What can you say or do? What can you do if people don't let you join in?
- What games or activities do you like to play with your whānau? Can you teach any of these games to your friends at school?

There may be times when students' efforts to be included in a game are unsuccessful – the teams might be full or the game might already be half way through. Help the students to come up with strategies to cope with these situations. They could start their own version of the game with others or find another game to join in with.

Have the students 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. Encourage the students to include others in positive ways during the activities. You could give the students the opportunity to practice asking to join in, or asking others to join in.



Students could create posters or a short movie to encourage people in their school and community to exercise.

Suggested movement activities

Help the students to understand that we all have different bodies and physical abilities and that it is important to encourage and support each other's efforts in games.

Future ferns netball

Run a game of netball observing the *futureFerns rules*.

Waiata

Sing waiata that have actions. *Hei Waiata, Hei Whakakoakoa* has been developed to support the teaching of waiata in New Zealand schools.

Tug of war

Put the students into two teams and play tug of war using a long rope.

Team relays

Hold team relay races that involve students hopping, skipping, running, walking backwards, etc.

Yoga for children

Hold a yoga session for your students. You could use Youtube videos like *Moana A Cosmic Kids Yoga Adventure!* or *Yoga for Kids* to guide you.

GoNoodle

Sign up to *GoNoodle* and have the students do some GoNoodle exercise routines.

LEARNING SEQUENCE

At the end of the movement activities, come together as a class to share experiences. These questions can be used to guide the class discussion:

- What activities did you find difficult?
- What activities did you find easy?
- What was your favourite activity and why?
- Why is it important to do exercise?
- What physical feelings did you experience when you exercised and played with others?
- What emotional feelings did you experience when you exercised and played with others?
- How did you include and support others?
- What movement games or sports could you play at lunch time with your friends?
- What equipment and space do you need?
- What can you do to include others at lunch time?
- What can you do if you aren't included in the games?



You could promote a home exercise challenge where students and their families are encouraged to take part in physical activities together.

Ideas for alternate year

Students could work collaboratively to hold a movement fun day at school. They could work in small groups to run a movement activity and have classes in their syndicate or whole school move around the different activities.

Question box

Refer to *Theme 1 Activity 2*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Emphasise the importance of moving our bodies to keep them fit and healthy and to practice new movement skills. Explain that games and sport helps us to connect socially with others and to feel positive emotions.

My changing body

Learning outcomes

- Students will describe the different stages of human growth, from birth to old age.
- Students will describe some of the changes that occur to their bodies during puberty.

Note: Sexual intercourse and reproduction are introduced in this activity, but they can be skipped.

Suggested time allocation

45 minutes

Resources

- *Stages of human development (Appendix 24)*, one set per group
- *Naked body pictures (Appendix 25)*, one set per group
- *Body outline (Appendix 26)*, one per pair and teacher
- *Body parts cards (Appendix 27)*, 10 random cards per pair and teacher

CURRICULUM LINKS

Underlying concepts

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

Key competencies

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

LEARNING SEQUENCE

Getting started

Have students work in groups of 3-4. Give out a set of *stages of human development (Appendix 24)* pictures and labels to each group.

Have students order the pictures from young to old and match up the labels with the pictures. Discuss in small groups or as a class what each stage of growth looks like and what a person is able to do at this stage. For example, a baby is small and is growing teeth and hair, they can suck, grasp, cry, and smile; a child is middle sized, they are learning to count, write, read, ride a bike, etc.

Ask students to draw a picture of someone in their whānau, or that they know very well, that is at each stage of development, in sequence from youngest to oldest, and title it “We all grow up”. Underneath each person they write the name and stage of the person. For example, Pia is a pēpi, Dad is an adult.

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.

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Year
3-4

THEME 4
Activity 4

LEARNING SEQUENCE

Development

Write the word “puberty” on the board. Ask students what they think puberty is, why it happens, and the age at which it starts. Explain that puberty is a time when our bodies change on the inside and outside so that one day, when we are adults, we can have babies if we want to. There are also some changes in our thoughts, feelings, and relationships. These changes do not all happen at once and puberty begins at different ages for different people. Some people’s bodies change on the outside first, and some people’s bodies change on the inside first. Puberty usually commences some time between the ages of 10 and 14 years.

Some students in your class could already be experiencing pubertal changes. It is important that you present puberty as a positive time of change, and that your students know that they can talk to you if they have questions, are worried, or need reassuring.

Give out a set of *naked body pictures (Appendix 25)* to each group and have the students place the pictures in order from young to old. Ask the students if they know what reproductive body parts are. Can they identify reproductive body parts in the pictures? Make a list of reproductive body parts, including vulva, vagina, penis, testicles and breasts.

About half the people in the world will have something that looks like this (show male bodies). About half will have something like this (show female bodies). Some people will look like something in between. These people are called intersex, and this is when someone has both male and female reproductive parts.

We need eggs and sperm to be able to make a baby. The ovaries, uterus, and vagina are needed to make eggs and grow a baby, while the testicles and penises are needed to make and deliver sperm.

Explain that in most cases, a sperm fertilises an egg as a result of sexual intercourse. This is when a man puts their penis inside a woman’s vagina. They feel sexually excited. If the man ejaculates, sperm leaves the penis through the urethra and enters the vagina. The sperm then makes its way up through the cervix and can fertilise an egg, should one be ready to be fertilised. Invite students to share their knowledge of other ways an egg can be fertilised.

Encourage students to learn and use the correct terminology for reproductive body parts. For example, penis, testicles, scrotum, vagina, vulva, breasts, nipple, pubic hair. 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 some people do have vaginas but the vagina is inside the body and we cannot see it. The whole area including the opening of the vagina and urethra, is called the vulva.

Encourage the students to identify and discuss how the bodies change in the pictures, especially the reproductive body parts. Ask the students if they know which pictures show a person who has started going through puberty and how they know. Encourage the students to share how your body can change during puberty. The following changes may be discussed:

- Breasts begin to grow
- Grow pubic hair and underarm hair
- Can get acne and start to sweat more
- Penises and testicles grow larger

LEARNING SEQUENCE

- Voices change and become deeper
- Grow facial hair
- Can experience heightened emotions (happiness, sadness, worry, anxiety, and anger), and can have mood swings

Hair in Funny Places by Babette Cole helps to explain pubertal changes to younger children. You might want to get a copy from your school or local library to share with your class.

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 "male" or "female" parts and that is okay.

Play *body bingo* with the students. In pairs, give students a *body outline (Appendix 26)* and 10 random *body parts cards (Appendix 27)*. The teacher calls out body parts and if the students have that label they place it onto the body sheet. The first pair to place their 10 labels correctly win the game.

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

Be prepared for some variations regarding sex. Some students may be intersex, or know people who are intersex, and represent diverse bodies through this activity. This is okay and needs to be discussed with an emphasis on celebrating diversity and inclusiveness.

Question box

Refer to *Theme 1 Activity 2*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Have the students consider what aspects of puberty they are looking forward to.

Caring for my body

Learning outcome

Students will describe strategies to care for their bodies.

Suggested time allocation

45 minutes

Resources

- *Morris the Mankiest Monster* by Giles Andreae
- *Body outline (Appendix 26)*, one copy
- *Split page body outline (Appendix 28)*, one per student

CURRICULUM LINKS

Underlying concepts

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

Key competencies

- **Managing self**

LEARNING SEQUENCE

Getting started

As a class, read the story *Morris the Mankiest Monster* by Giles Andreae. Have students brainstorm what they already know about keeping their bodies clean. What can they do now that they couldn't do when they first started school in terms of body care? For example, brushing own teeth, getting dressed by themselves, shampooing their hair etc. Ask the students why we need to take care of our body and appearance. Discuss germs, infection, and smells. Introduce the idea of taking pride in our appearance. It is important that students learn to identify all the body parts that need to be cleaned. For example, hair, face, teeth, neck, hands, bottom, penis, vulva, and feet – the entire body.

Development

Share the *body outline (Appendix 26)* with students. Ask students to think/pair/share what they can do to keep their head and face clean and tidy. You could explain to students the changes that will occur to this part of their body during puberty. For example, oily skin, oily hair, pimples etc, and encourage them to discuss them with whānau and consider how to manage these body changes. After discussing ideas with a partner, invite students to share their ideas with the class. For example, wash and brush my hair regularly, clean my teeth, wash my face etc. Record the ideas around the head and face of the body outline.

Ask the students to think/pair/share what they can do to keep the middle part of their body clean. You could explain to students the changes that will occur to this part of their body during puberty. For example, underarm hair, pubic hair, body odour, vaginal discharge, breast development etc, and encourage them to discuss them with whānau and consider how to manage these body changes. After discussing ideas with a partner, invite students to share their ideas with the class.

LEARNING SEQUENCE

For example, wear deodorant, wash more frequently with soap and water, wear clean clothes etc. Record the ideas around the midsection of the body outline.

Ask the students to think/pair/share what they can do to keep their legs and feet clean. Explain to students the changes that could occur to this part of their body during puberty. For example, hairy legs, sweaty feet etc, and encourage them to discuss them with whānau and consider how to manage these body changes. After discussing ideas with a partner, invite students to share their ideas with the class. For example, change socks regularly, wash your legs and feet with soap and water etc. Record the ideas around the legs and feet of the body outline.

Keep in mind that students at this age are rarely responsible for the washing of clothes and in some families washing may not occur regularly for a number of reasons. Some cultures do not use deodorant either. You could encourage the students to identify ways that they can contribute to the washing of their clothes and bodies at home.

Question box

Refer to *Theme 1 Activity 2*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Give each student a *split page body outline (Appendix 28)* and have them draw pictures on the outline to show one way that they keep their head/face clean, one way that they can keep their midsection clean, and one way that they can keep their legs and feet clean. Students colour their body in, add features and then cut along the dotted lines of the page to create a split body.

Use the pages to create a class book, titled *Keeping our Bodies Clean*. Students can read the class book and create muddled up people by turning the split pages of the book.



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 knowing that they are in charge of their own bodies, being able to recognise and challenge bullying behaviour, speaking up for themselves and others, and being safe online. Students also need to be aware of who can help and support them in their community.

I'm the boss of my body

Learning outcomes

- Students will understand that their body is their own and they can decide what to do with it.
- Students will know what to do and say if they don't feel comfortable or safe in a situation.

Suggested time allocation

45 minutes

Resources

- The class *landscape wall display (Appendix 1)*
- *Boss of My Body* or *Teeny Tiny Stevies: Boss of My Own Body*
- *Boss of my body scenarios (Appendix 29)*, one set per group
- *Boss badge (Appendix 30)*, 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**
- **Self management**
- **Relating to others**

LEARNING SEQUENCE

Getting started

Explain to students that we are exploring a new theme in our learning called “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 *fifth whetū (star)* onto the *landscape wall display (Appendix 1)* 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. Consider ways that you can add to the learning landscape to represent the learning within this theme. See *Theme 1, Activity 1* for ideas.

As a class, view the *Boss of My Body* song or *Teeny Tiny Stevies: Boss of My Own Body*. Discuss the messages in the video. 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. Students might want to learn the lyrics and make up their own dance moves to the song. They could perform the song to other classes or at the school assembly.

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

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THEME 5
Activity 1

LEARNING SEQUENCE

offers advice on dealing with disclosures of abuse. *Bullying Prevention and Response – A Guide for Schools* provides practical information for schools to support the effective prevention and management of bullying behaviour.

Development

Have the students work in groups of 3–4. Give them the *boss of my body scenarios (Appendix 29)* to work through. In groups, discuss how they would feel in each scenario. Explain to the students that it's okay for them to have different responses to other group members. We are all unique and have different feelings and preferences. Some students may be comfortable with each of the scenarios. Encourage them to still identify strategies they could use if they are in a situation in which they don't feel comfortable or safe.

Some students might not feel able to say no to hugging and kissing relatives but it is very important that they know that their genitals are special and private body parts just for them.

Have the students recognise and describe how their body feels when they don't feel comfortable or safe. What happens to their bodies? What thoughts and feelings run through their heads? Physical symptoms could include a faster heartbeat, feeling hot or shaky, butterflies in their stomach, or feeling sick. Emotional feelings could include confusion, fear or panic. Encourage students to watch out for warning signs in their bodies and take action.

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. For example, an older cousin asks them to show their private parts, or a friend wants them to jump off a really high part of the playground. On a large piece of paper write down words and phrases that the students could use in these situations and practice saying them in their groups. This could include "No, Go, Tell":

- say "No" and tell them to "Stop"
- go to a safe place where there are other people
- tell an adult or an older student they trust. Review who these people could be.

Identify and list safe places they could go to at school and at home if they feel unsafe. Encourage the students to talk to somebody if they are unsure of a situation. List the names of people they could go to for help. Display the students' ideas in the classroom or add them to the landscape.

Explain to the students that sometimes we may talk to someone and this doesn't make us feel safer and the bad thing might still happen. Emphasise that it isn't their fault, it is the fault of the other person. It is important to find someone else to talk to until you feel listened to and safe.

Question box

Refer to *Theme 1 Activity 2*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Give each student a *boss of my body badge (Appendix 30)*. Have the students colour in their badge and pin it to their body outline on the *landscape wall display (Appendix 1)*.

Standing up for myself and others

Learning outcome

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

Suggested time allocation

45 minutes

Resources

- *Just Kidding* by Marisa Maepu
- *Welbourn School Room 7 Positive Solutions* video
- *Bullying-Free New Zealand's* selection of *anti-bullying videos*

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 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* provides practical information for schools to support the effective prevention and management of bullying behaviour.

As a class, read the story *Just Kidding* by Marisa Maepu. Discuss the story using the following questions as discussion starters:

- How does Sefa put Henry down in the story?
- How do other kids in the story react to Sefa's actions?
- Is this the right thing to do?
- How does this make Henry feel?
- Do you think Sefa is bullying Henry?

LEARNING SEQUENCE

- What is bullying?
- Is it okay to say “just kidding” after you have said or done something mean to somebody?
- Do you think Henry made a good decision when he didn’t tell the teacher that Sefa copied his idea about the logo? Would you have done the same thing?
- Henry didn’t want to tell on Sefa because he “didn’t want to nark”. Do you think Henry would have been “narking” if he had told on Sefa?
- When is the right time to tell on somebody?
- Have you ever felt uncomfortable with the way someone has treated you? How did it feel? What did you do?
- Have you ever felt uncomfortable with the way someone has treated others? What did you do?
- Is it only young people who bully young people?

Development

Revisit the bullying scenes from the story *Just Kidding* by Marisa Maepu. Have the students discuss reasons why they think nobody stood up to Sefa. Emphasise that we all deserve to be treated with care and respect and it is important to stick up for ourselves and others. Bullying is not okay. Brainstorm ideas on what Henry or the bystanders could have done to put a stop to Sefa’s bullying behaviour. Explain to students that if they see someone being unkind or somebody being bullied, then they have a responsibility to do something. Encourage the students to come up with ideas on how they could deal with each bullying scene in the story. What could they say? What could they do? Remind students of the phrase “No, Go, Tell”.

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.

Encourage students to practice 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.”

Have the students rewrite or re-enact a part of the story to show Henry and/or the bystanders taking action to stop Sefa’s bullying behaviour.

Question box

Refer to *Theme 1 Activity 2*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

LEARNING SEQUENCE

Conclusion

In small groups, have the students read or re-enact their altered *Just Kidding* stories to each other.

As a class, view *Welbourn School Room 7 Positive Solutions*, a video about managing bullying. Talk with students about the actions we can take to make our classroom and school a bully free zone.

Ideas for alternative year

Encourage the students to become familiar with your school's bullying policy. What does the school policy say about bullying? Can the students offer any suggestions on how the school can deal with bullying in better ways? Enable the students to be part of the policy review cycle at your school.

As a class, produce an anti-bullying video to share with other classes or the entire school. Have the students explain why bullying is not okay and give advice on what you can do if you do get bullied. *Bullying-Free New Zealand* has a selection of *anti-bullying videos* that students could watch for ideas.

Staying safe online

Learning outcome

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

Suggested time allocation

45 minutes

Resources

- 2 large pieces of paper, one for prior knowledge, one for list of actions
- *Online safety: Staying safe online*
- *Cybersafety scenarios (Appendix 31)*, one per group

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 internet 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. Students can review the policies, with teacher guidance, and suggest any required changes for upcoming policy reviews.

Development

As a class, explore *Online safety: Staying safe online*. Encourage students to develop cybersafety and digital citizenship rules. Rules could include: Tell your parent/caregiver if you receive an email from someone who you don't know, never give out your personal information, and make sure you are comfortable with doing something if asked by someone online. Remember consent is also important in an online environment.

Have students work in groups of 3–4. Give each group a copy of *cybersafety scenarios (Appendix 31)*. Students read through each scenario and decide the best action to take to stay safe. As a class discuss and create a list of the actions on a large piece of paper.



Encourage students to talk about cybersafety with whānau. Have students ask family members if they have ever had any problems using the internet or mobile phones. What issues did they face and how did they solve them?

LEARNING SEQUENCE

Question box

Refer to *Theme 1 Activity 2*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Have students create a poster or chart that promotes being safe online to share with others around the school.

Who can help me with my worries?

Learning outcome

Students will be able to identify strategies, people, and agencies in their community who they can talk to when they feel worried.

Suggested time allocation

45 minutes

Resources

- *Jack's Worry* by Sam Zuppardi or *managing worry*
- *0800 What's Up?* and *Kidsline*
- *Handy helpers contact book (Appendix 32)*, enough copies to allow all students' contributions

CURRICULUM LINKS

Underlying concepts

- **Health promotion:** identifying who can help and support them in their community; developing skills and strategies to manage feeling worried.

Key competencies

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

LEARNING SEQUENCE

Getting started

As a class, watch *Jack's Worry* by Sam Zuppardi or *managing worry*. Discuss the story using these questions as conversation starters:

- What do you worry about?
- How do you act when you feel worried?
- How can you deal with worries? What strategies are suggested in the story?
- Why does it help to talk about our worries with people who we trust?
- Next time you are worried what do you think you could do?

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.

Development

Emphasise to students that everybody has worries sometimes and that it is okay to have them. Explain that we can ask for help from others to help us deal with our worries or if we struggle to find words, we can draw a picture of our worry to share.

LEARNING SEQUENCE



Encourage the students to talk about worries with their whānau. Have students ask their parents and grandparents what they used to worry about when they were young and who they could go to for help.

Encourage students to think of a variety of concerns they have at school, at home, and in the community. Make a list down the left hand side of a large piece of paper.

Explain to the students that when we need to talk to someone about our worries, there are lots of people we can go to. Who you decide to talk to will partly depend on what your worry is about, where you are, and who you trust.

Emphasise to students that sometimes we may worry about getting into trouble if we share a certain worry, or feel scared. The people who we have identified as those we could talk to want to help us and it is always okay to tell if we are worried about anything.

Brainstorm a list of people who the students could talk to and record the names of these people across the top of the large piece of paper. For example, Mum, Dad, grandparents, teacher, older student, Kaumatua, minister, friends, neighbour, family friend etc. You could review the lists already created in previous activities and add to them.

You could explain to the students that there are organisations and agencies who can help them with a worry if they don't think they can talk to someone that they know. Share the [0800 What's Up?](#) and [Kidsline](#) websites with students.

Work down the list of worries on the left hand side of the paper. For each worry, the students suggest who, of the people or agencies across the top of the paper, they could talk to. Put a tick in the corresponding column.

Example:

Worries	People I could talk to:								
	Mum	Dad	Grand parent	Uncle or Aunty	Neighbour	Minister	Kaumatua	Teacher	Counsellor
I am being bullied	✓	✓						✓	
I am lonely	✓	✓		✓	✓			✓	✓
I am not growing like the other students	✓	✓	✓	✓					✓
I am worried about my Mum			✓	✓		✓	✓		

LEARNING SEQUENCE

As a class, work through some of the worries on the paper and brainstorm what you could say to someone that you would like to help you. Encourage the students to express how they are feeling using “I” statements and to directly ask the person to help them. In pairs, students practice or role play asking for help.

Have the students consider what they could do if a friend confides in them about their worry and they are not safe. Who could you go to for help? Who could you go to together?

Question box

Refer to *Theme 1 Activity 2*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Have the students create their own address book of people or agencies who can help them using the *handy helpers contact book (Appendix 32)* or an online address book.

A recipe for my wellbeing

Learning outcomes

- Students will reflect on their journey of growth and development and summarise what enhances their personal wellbeing.
- Students will plan and take part in a celebration of their learning.

Suggested time allocation

1–2 hours depending on the extent of reflection and choice of celebratory event

Resources

- The class *landscape wall display (Appendix 1)*
- Large pieces of paper for brainstorming

CURRICULUM LINKS

Underlying concepts

- **Attitudes and values:** valuing and celebrating themselves and each other; respecting each other and the unique journey each is on.

Key competencies

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

LEARNING SEQUENCE

Getting started

As a class, look at the Southern Cross constellation you have built on the *landscape wall display (Appendix 1)* and discuss the themes of learning that the stars represent. Look at the landscape that the students have created as they have worked through the activities as well as other wall displays of work. For example, the tivaevae showing cultural diversity, the happiness jars, and the identity walls. Ask students to reflect on their learning journey using these questions as prompts:

- What activities and/or themes did you enjoy the most?
- What did you learn about yourself by completing these activities?
- What did you learn about other people?
- How does this learning help prepare you for your lifelong journey of growth?
- Is there anything else you want to add to the landscape wall display to represent what you have learned?
- Do you have any other questions that you would like to explore?

Development

Write “recipe” on the board and ask students what they think a recipe is. Who uses them? What are they for? Do you have a favourite one? Discuss *Masterchef* and how people make up their own recipes to make food they love.

LEARNING SEQUENCE

Tell the class that today they are going to write their own special type of recipe. This is a recipe about what they need for their own wellbeing – to develop, grow, feel good about themselves and their bodies, be happy, and have healthy relationships. Revisit the concept of hauora and encourage students to consider recipe ingredients for all four dimensions of hauora:

Taha tinana: Physical wellbeing

Taha hinengaro: Mental and emotional wellbeing

Taha whanau: Social wellbeing

Taha wairua: Spiritual wellbeing

Example of recipe:

Mia's recipe of wellbeing.

1. A bucketful of delight.

2. Five ladles of the four R's Respect, Resilience, Responsibility and Resourcefulness.

3. A bottleful of Sunshine mixed with exercised

4. A true healthy loving brain.

5. Seven teaspoons of laughter.

6. Half a cupful of fresh air mixed and blended with mindfulness / and
Saying maybe I can't do it yet.

Mixed in a bowl for seven minutes and then grill for half an

hour and lubbily it's finger food!



LEARNING SEQUENCE

Have the students work in small groups to brainstorm possible ingredients for their wellbeing on a large piece of paper. Bring all their ideas together and display them at the front of the class. Ideas might include: time with friends, hugs from Mum and Dad, healthy food, exercise, being able to express how I feel, knowing how my body changes, dancing, being kind, playing with my sisters, helping others, standing up to bullies, etc.

Have the students start to draft a personalised recipe for wellbeing after reflecting on all the ingredients. Remind the students that it is not about material possessions but they may include ideas such as “playing with lego” as the ingredient is time to play. Emphasise to the students that the ingredients may need different measurements. Some may need cupfuls, others just a teaspoon full depending on how important they are to you.

Have the students share their recipes with a partner and give feedback on how the recipe could be improved. Encourage students to consider if they have included ingredients that enhance all dimensions of hauora.

Once draft copies of recipes are finished they can be published and shared with the class, teacher, and whānau. Students could write their recipe out or make a video recording of it.

Question box

Refer to *Theme 1 Activity 2*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Provide the opportunity for individual reflection on the day’s learning. Encourage the students to make any final changes to their *landscape wall display (Appendix 1)* and to reflect on where their journey is likely to take them next and where they can find support. The landscape can be kept somewhere safe so that they can re-visit it next year.

Discuss a plan for the question box and how it can be an ongoing part of learning, after this sequence of learning experiences has finished.

Explain to students that we have come to the end of this learning journey but that we will continue our journey of growth and development throughout our lives.

Work with the students to consider ways to celebrate their learning. Ideas might include:

- Inviting parents and whānau to school to view the landscape wall and listen to students’ recipes for wellbeing. This could be an evening celebration that ends with everyone going outside to view the Southern Cross constellation or Matariki together.
- Holding a wellbeing expo inside the classroom with different groups of students creating information displays or giving presentations on different aspects of their growth and development and/or wellbeing.

LEARNING SEQUENCE

- Creating individual time capsules that celebrate the stage of development and growth of each student. Ideas for what to put in the time capsules include: a photograph of each student, a copy of their identity wall (*Theme 2, Activity 1*), the making of me sheet (*Theme 2, Activity 3*), their happiness jars (*Theme 2, Activity 4*), measurement details of their height, foot length etc, their handprint, a picture of their favourite toy or hobby, a note describing what they want to do when they leave school etc. Students could bury their time capsules, put them somewhere safe and revisit them in their final year of primary school, or email them to themselves.

Revisit this whakataukī with the students:

Ka puāwai, ka hiki ki te haere

A blossoming takes place, a journey is set out on

Ask students to think about what this whakataukī now means to them. What pictures do they see in their head when they try to make sense of it?

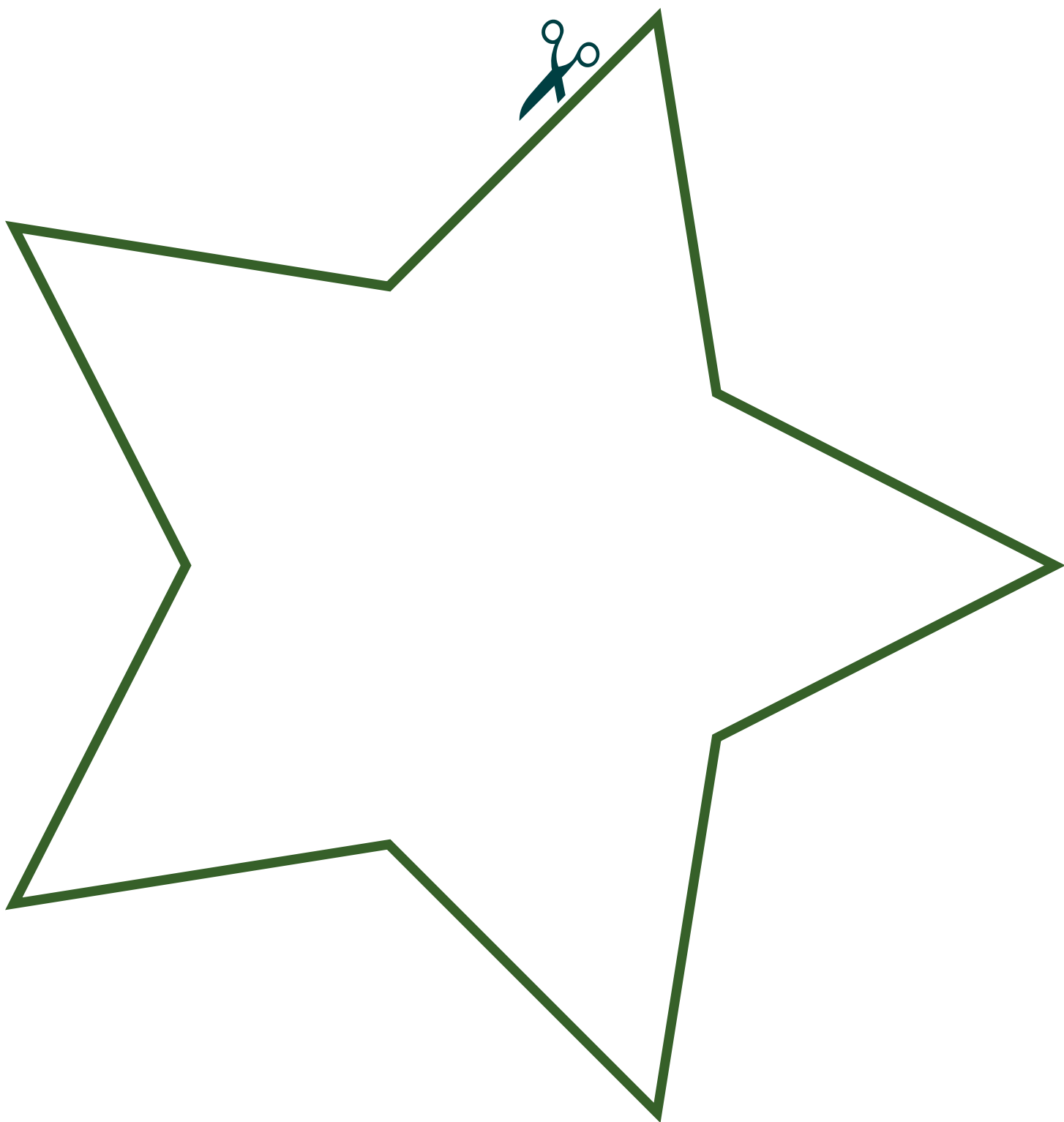


APPENDICES

Appendix 1	Landscape wall display
Appendix 2	Believe in Yourself lyrics
Appendix 3	Making of Me
Appendix 4	My identity wall
Appendix 5	Yes/No game questions
Appendix 6	Gender role activity cards
Appendix 7	Hauora poster
Appendix 8	What contributes to my happiness?
Appendix 9	Happiness jar
Appendix 10	Lyrics to Happy by Pharrell Williams
Appendix 11	Pohutukawa flower
Appendix 12	Me and my actions
Appendix 13	Manaakitanga image
Appendix 14	Showing manaakitanga cards
Appendix 15	Continuum cards
Appendix 16	Kauri leaves
Appendix 17	Feelings scenarios
Appendix 18	Feelings dice template
Appendix 19	Managing relationships scenario cards
Appendix 20	Peer pressure scenarios
Appendix 21	? k'i Z ` Sg'i W^TW Y`YaS^
Appendix 22	Looking after yourself and others cards
Appendix 23	Taking care headings



Appendix 24	Stages of human development
Appendix 25	Naked body pictures
Appendix 26	Body outline
Appendix 27	Body parts cards
Appendix 28	Split page body outline
Appendix 29	Boss of my body scenarios
Appendix 30	Boss badge
Appendix 31	Cybersafety scenarios
Appendix 32	Handy helpers contact book



Appendix 1 Landscape wall display

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



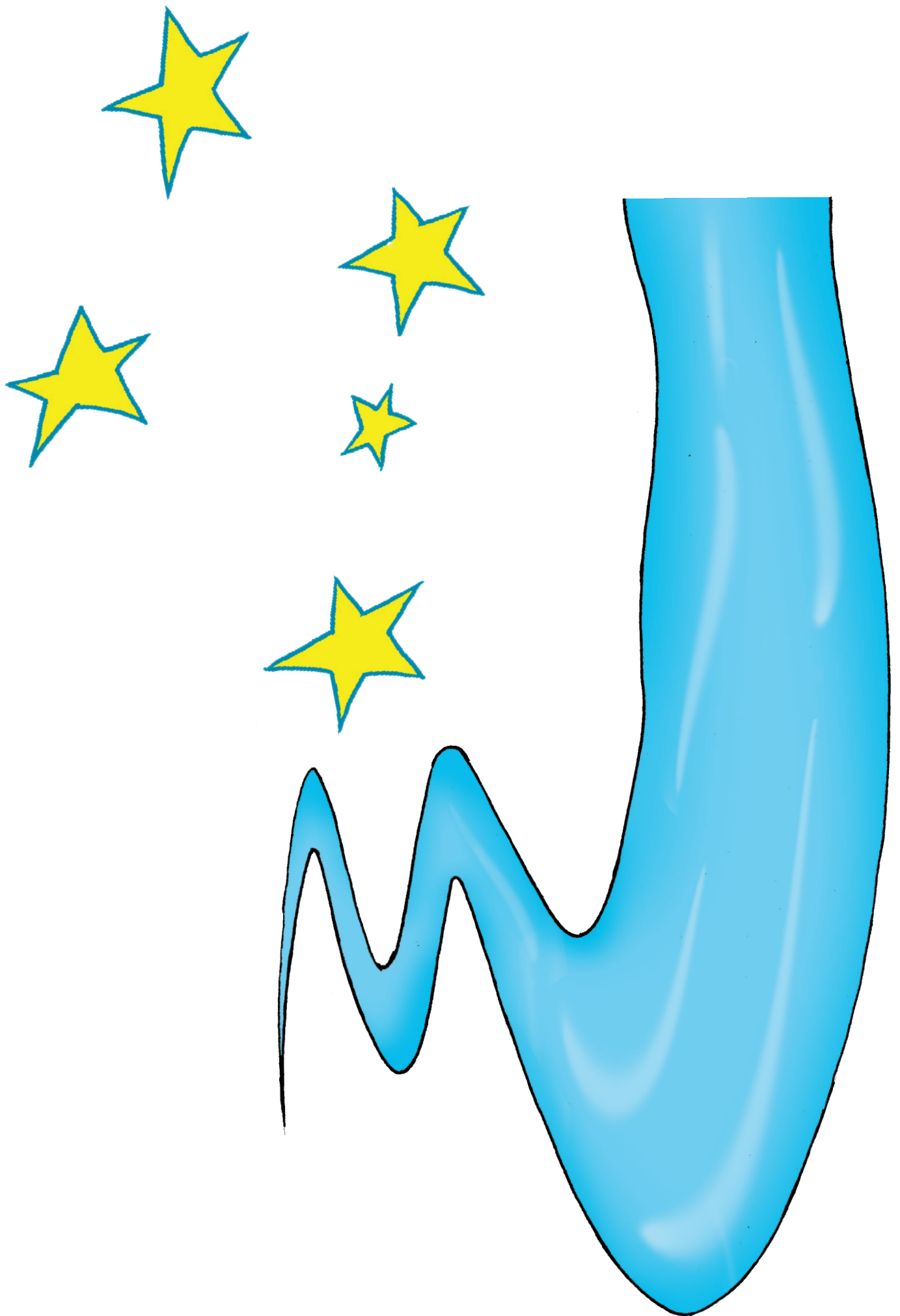
Establishing a positive
learning environment
Te whakarite i tētahi
ao ako huapai

Who am I? Ko wai au?

Relationships
Ngā whanaungatanga

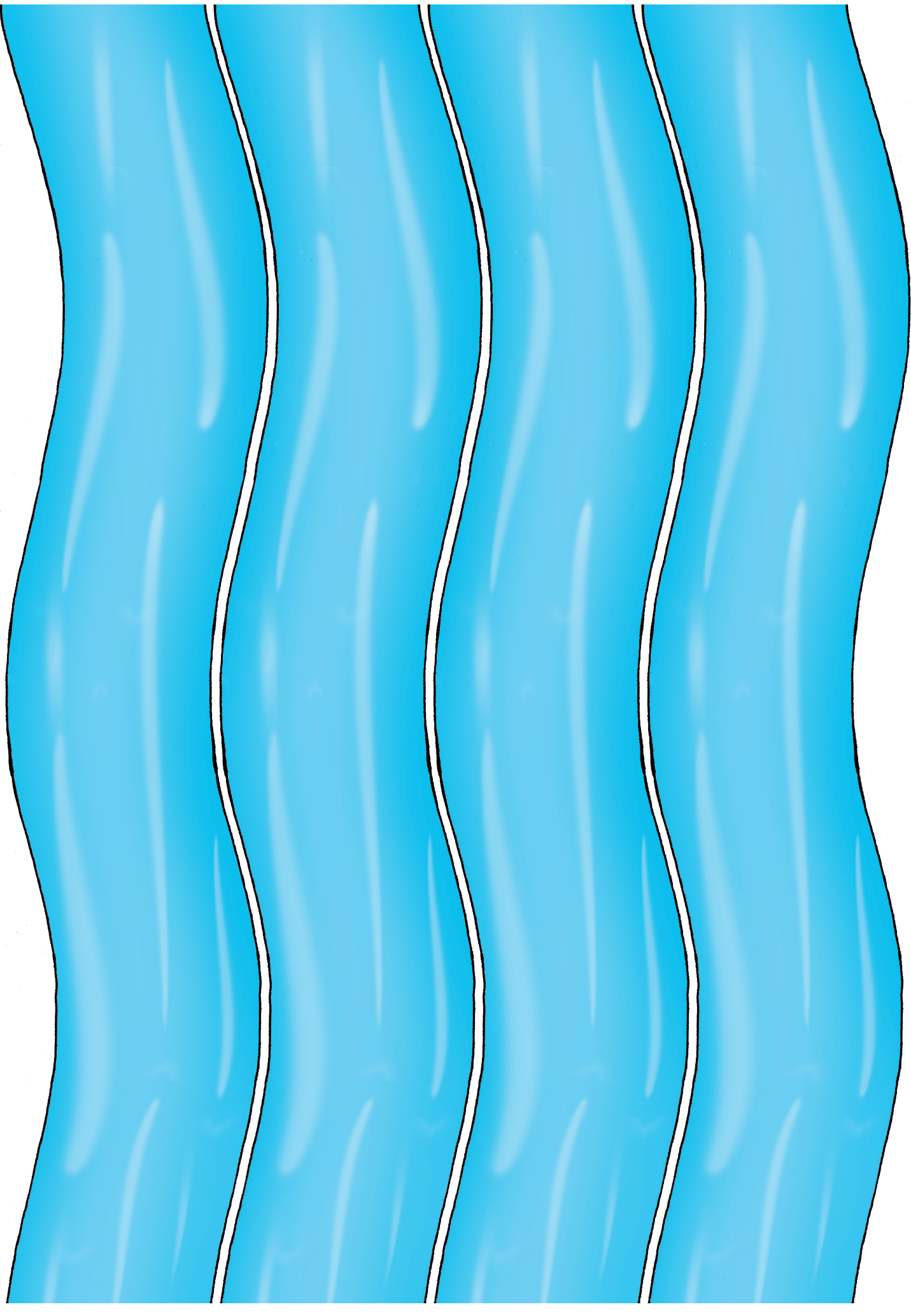
Growing and changing
Te tipu me te huri
o te tangata

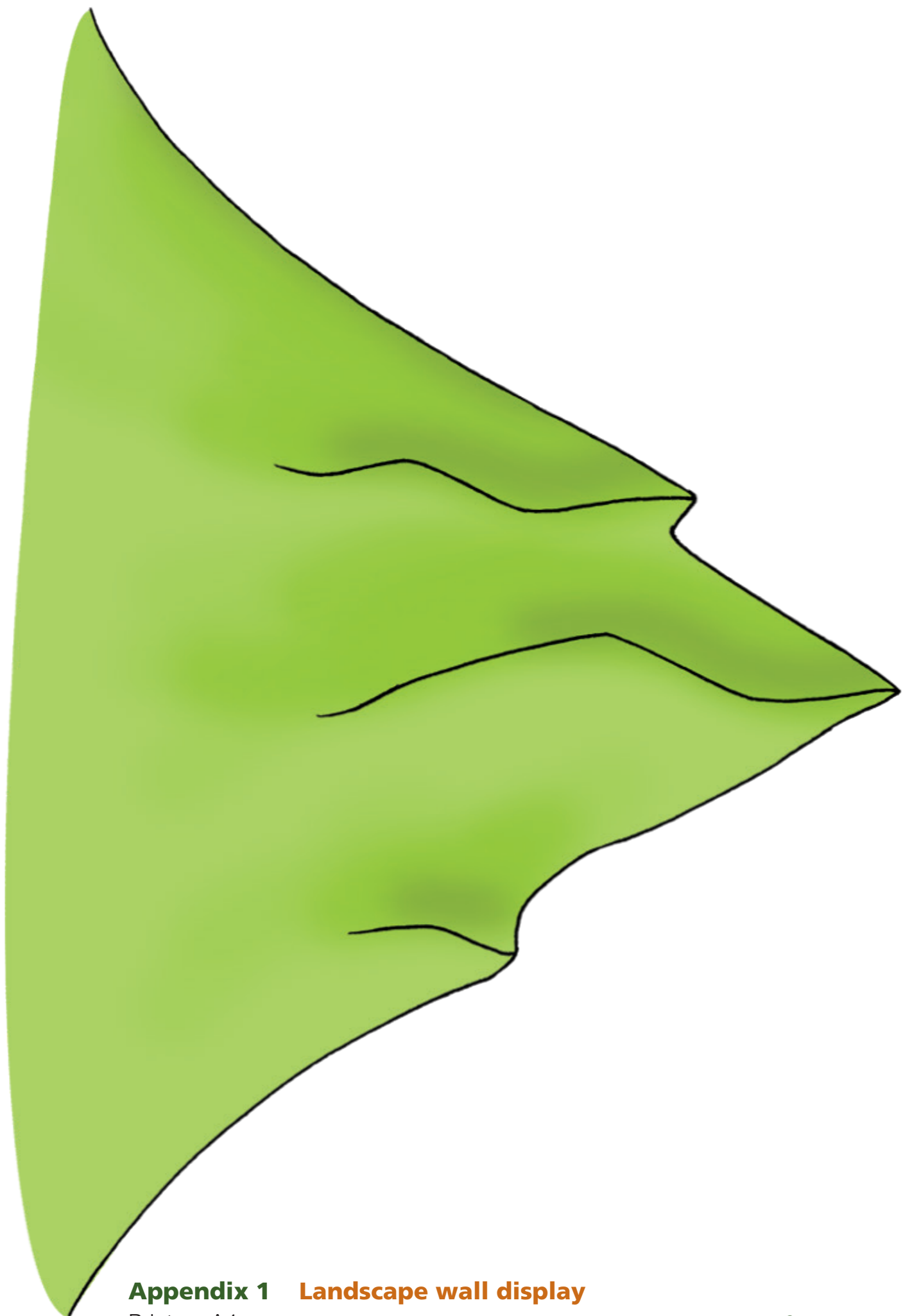
Staying safe
Te noho haumaru



Appendix 1 Landscape wall display

Print on A4 paper





Appendix 1 Landscape wall display

Print on A4 paper





Appendix 1 Landscape wall display

Print on A4 paper

Maunga

Awa

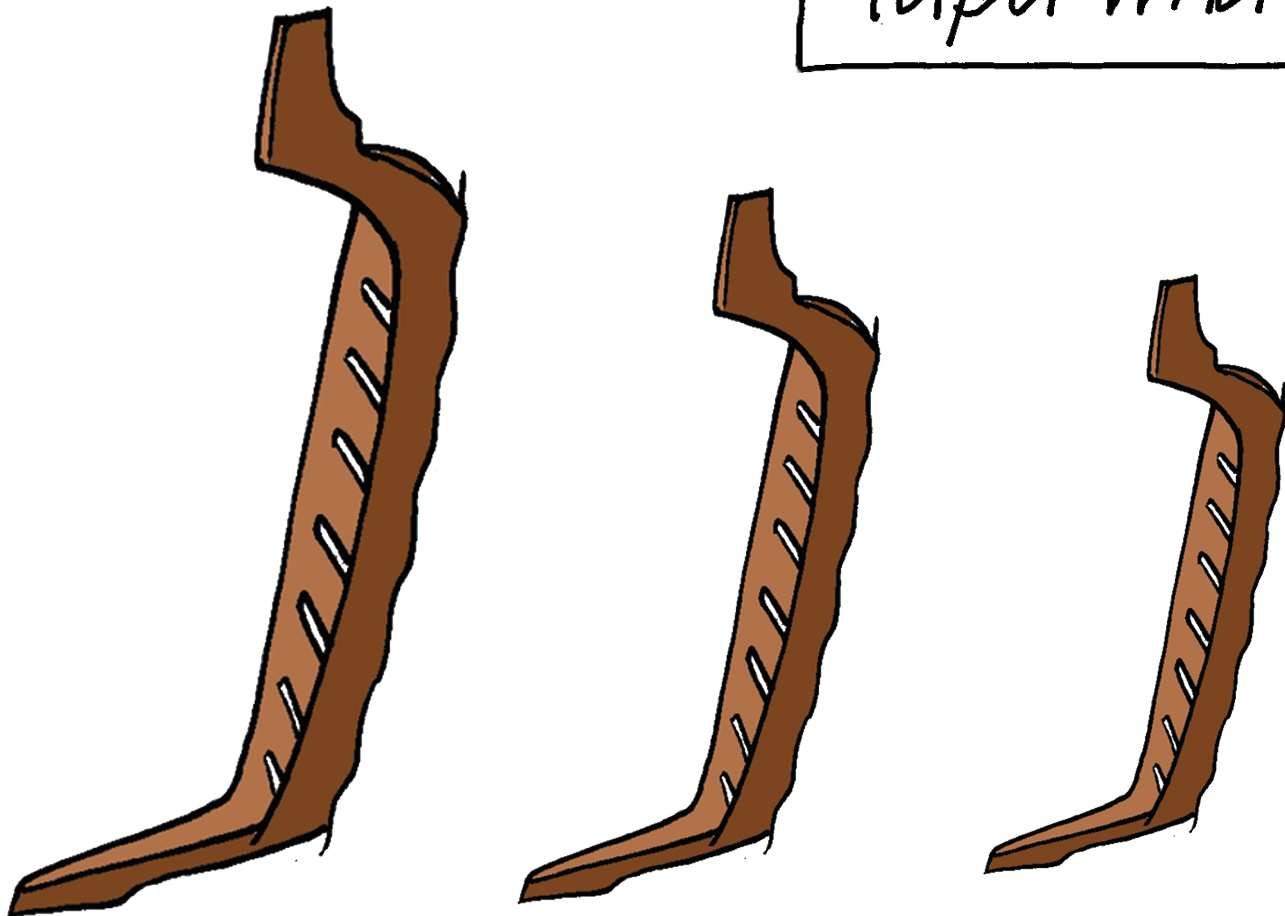
Waka

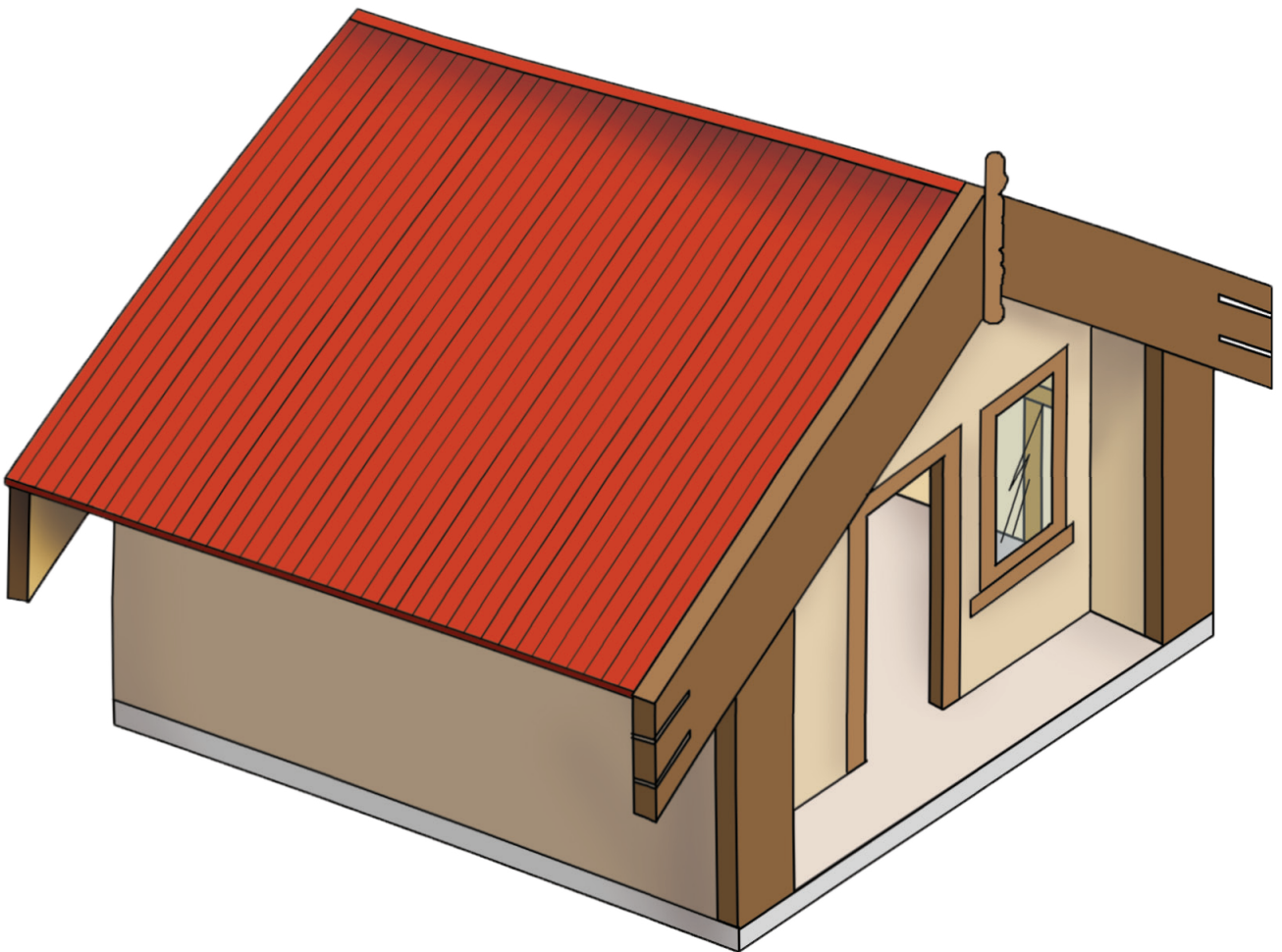
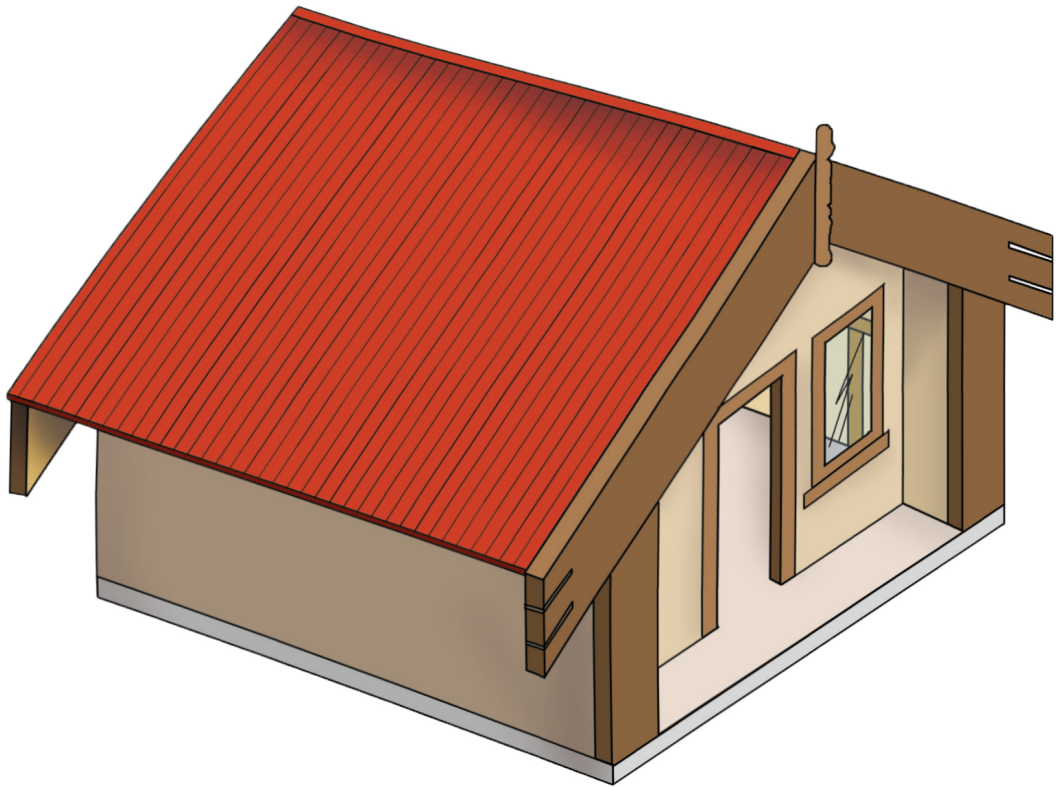
Whenua

Forest
of Tāne

Whetū

Te whare
tapa whā





Appendix 1 Landscape wall display

Print on A4 paper

Sesame street - *Believe in Yourself*

Oh you can be what you want to be
See what you want to see
Believe in yourself, just believe in yourself
You can go where you want to go
Do what you want to do
Believe in yourself, just believe in yourself
Some folks try to tell you there are things you shouldn't do
You're not strong enough, or smart enough at all
But what seems right to them, quite often might be wrong for you
So be sure you try to climb before you get too scared you'll fall
You can be what you want to be
Learn what you want to learn
Believe in yourself, just believe in yourself
You can try what you need to try
No one should question why
Believe in yourself, just believe in yourself
Folks may say you're different
That you've gone and lost your senses
But the world is yours to walk in
Go ahead and leave the fences
And you'll see
Believe in yourself

And the world belongs to you and me

<http://www.metrolyrics.com/believe-in-yourself-lyrics-sesame-street.html>

We all have personal strengths and dreams. Complete these sentence starters:

One of the best parts of my personality is...

I enjoy and want to teach others...

The strengths I bring to this class are ...

Something I am good at is ...

We all have personal strengths and dreams. Complete these sentence starters:

I care about...

I love...

Someday I might
be a ...

I dream and wonder about...

My fingerprint		
		Ko _____ au.
		I am _____

Appendix 4 My identity wall

Print on A4 paper, one per student

Yes	No	Can any person ...
		Be a hairdresser?
		Be a police officer?
		Play rugby for New Zealand?
		Wear nail polish?
		Be an airline pilot?
		Be a nurse?
		Drive a taxi?
		Drive a train?
		Be a kindergarten teacher?
		Be the boss of a company?
		Stay home and raise children?
		Be a surgeon?
		Cry?
		Fix a car?
		Cook dinner?
		Mow the lawns?
		Bake a cake?
		Build a fence?
		Have long hair?
		Drive a tractor?
		Wear make up?



**All
people**

**Some
people**



Netball

Rugby

Cricket

Chess Player

Taiaha

Dance

Ballet

Walking in the
mountains

Biking

Hunting

Soccer

Cooking

Vacuuming

Fishing

Weaving

Skateboarding

Babysitting

Feeding
the pets

Kapahaka

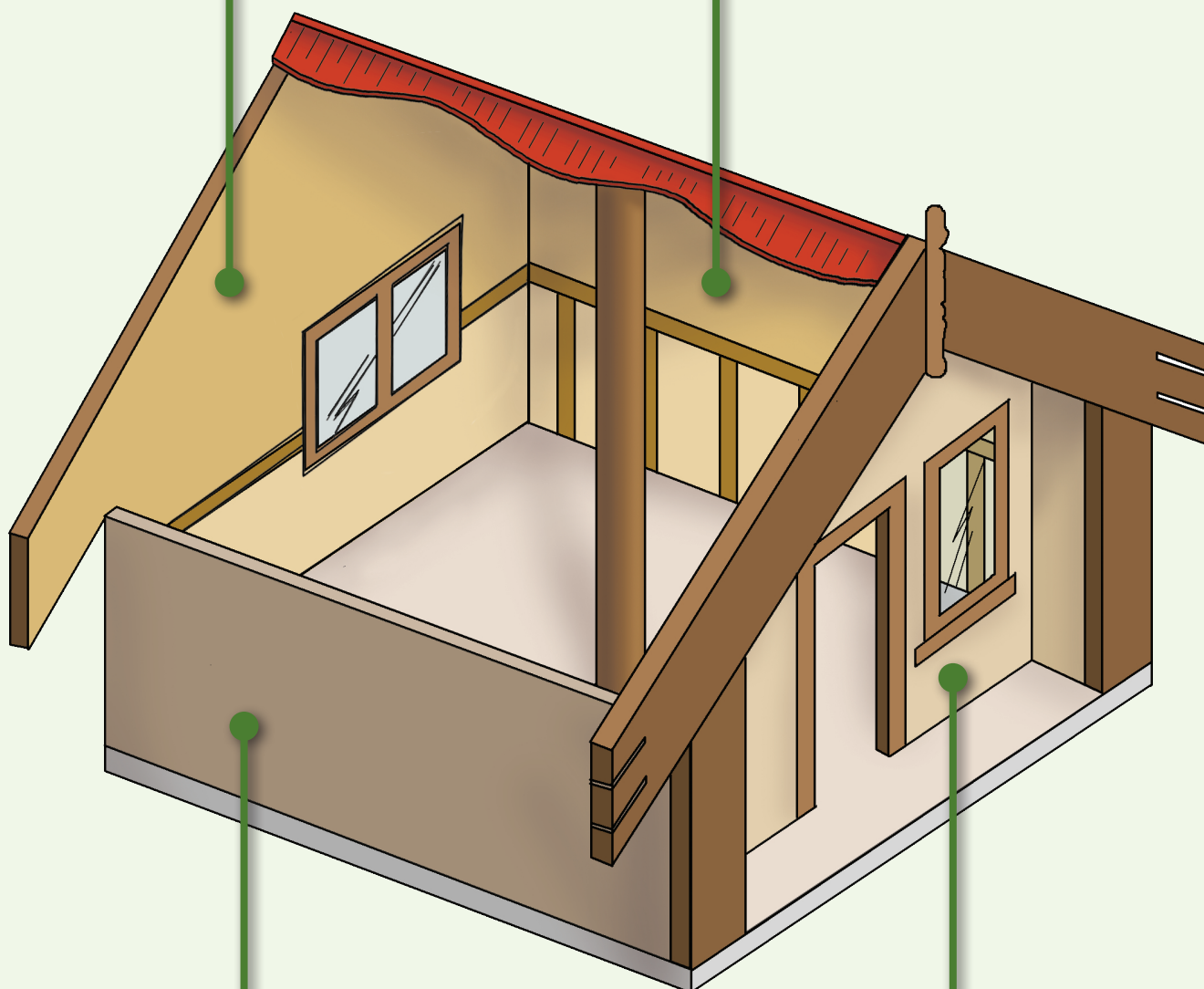
Drums

Appendix 6 Gender role activity cards

Print on A4 paper, one set per group

Taha hinengaro
emotional and
mental wellbeing

Taha whānau
social wellbeing



Taha tinana
physical wellbeing

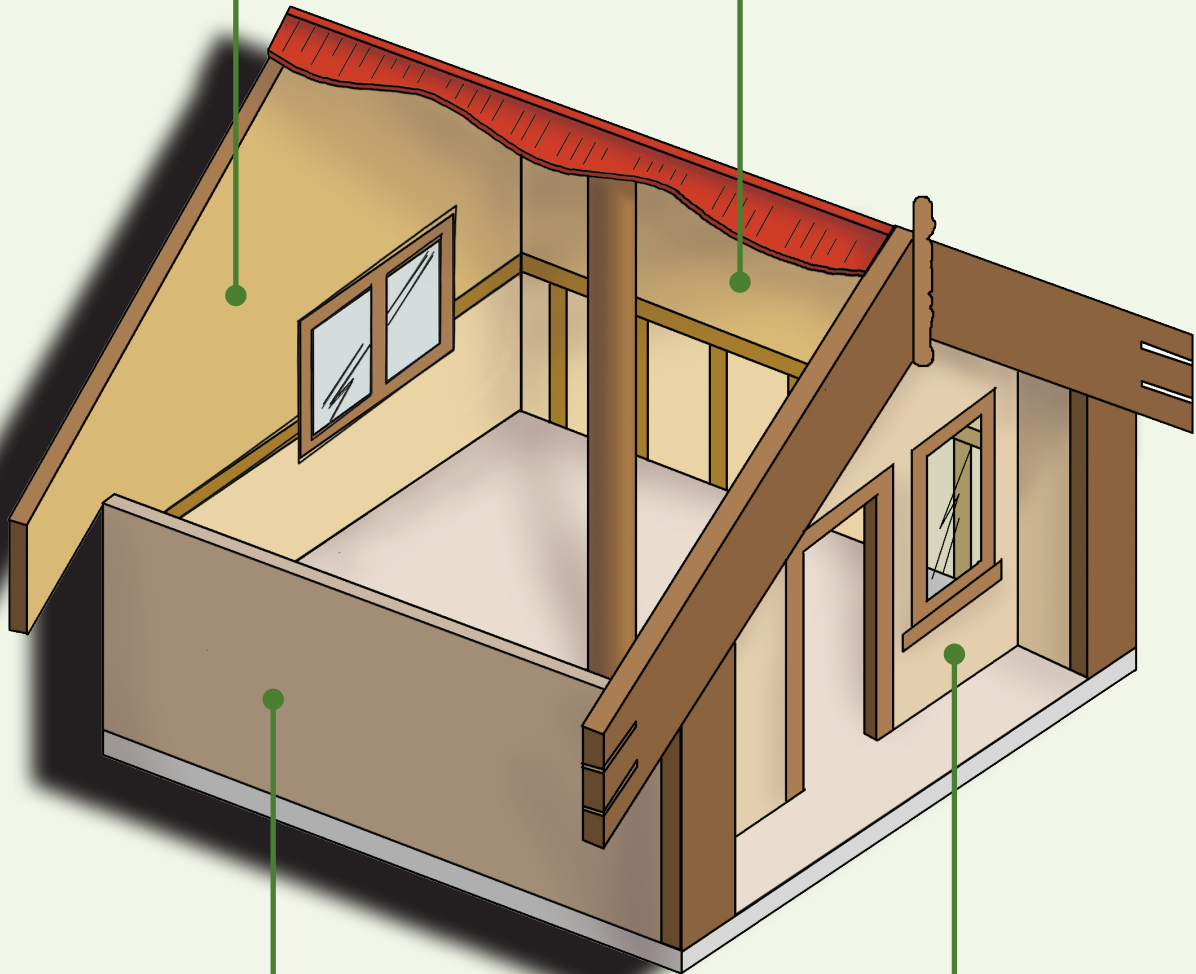
Taha wairua
spiritual wellbeing

Appendix 7 Hauora poster

Enlarge poster and print on A3 paper

Taha hinengaro emotional and
mental wellbeing

Taha whānau social wellbeing

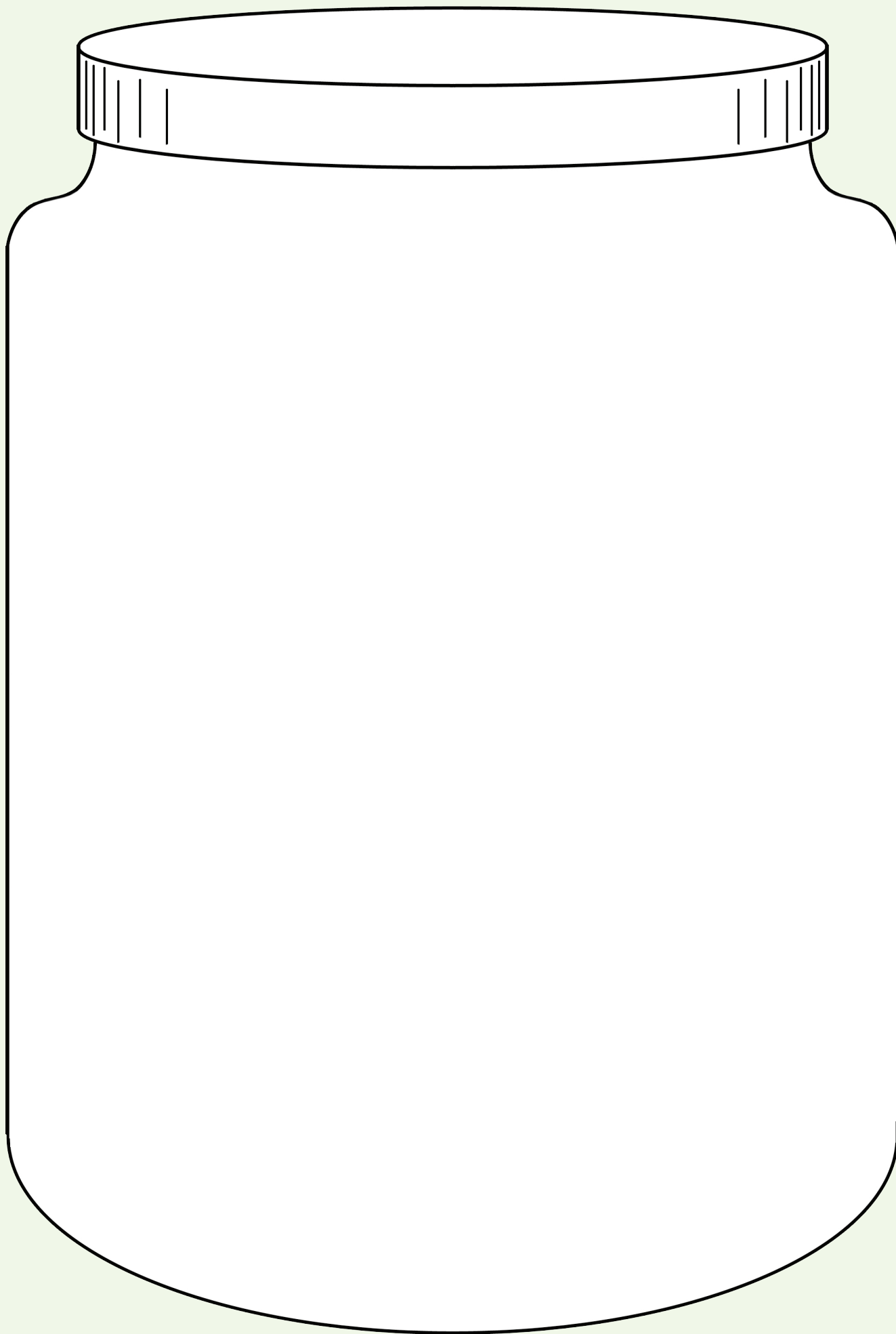


Taha tinana physical wellbeing

Taha wairua spiritual wellbeing

Appendix 8 What contributes to my happiness?

Print on A4 paper, one per student



Appendix 9 Happiness jar

Print on A4 paper, one per student

Happy

It might seem crazy what I'm 'bout to say
Sunshine she's here, you can take a break
I'm a hot air balloon that could go to space
With the air, like I don't care baby by the way

Huh, because I'm happy

Clap along if you feel like a room without a roof

Because I'm happy

Clap along if you feel like happiness is the truth

Because I'm happy

Clap along if you know what happiness is to you

Because I'm happy

Clap along if you feel like that's what you wanna do

Here come bad news, talking this and that
(Yeah) Well, give me all you got, and don't hold it back
(Yeah) Well, I should probably warn you I'll be just fine
(Yeah) No offense to you, don't waste your time
Here's why

Because I'm happy

Clap along if you feel like a room without a roof

Because I'm happy

Clap along if you feel like happiness is the truth

Because I'm happy

Clap along if you know what happiness is to you

Because I'm happy

Clap along if you feel like that's what you wanna do

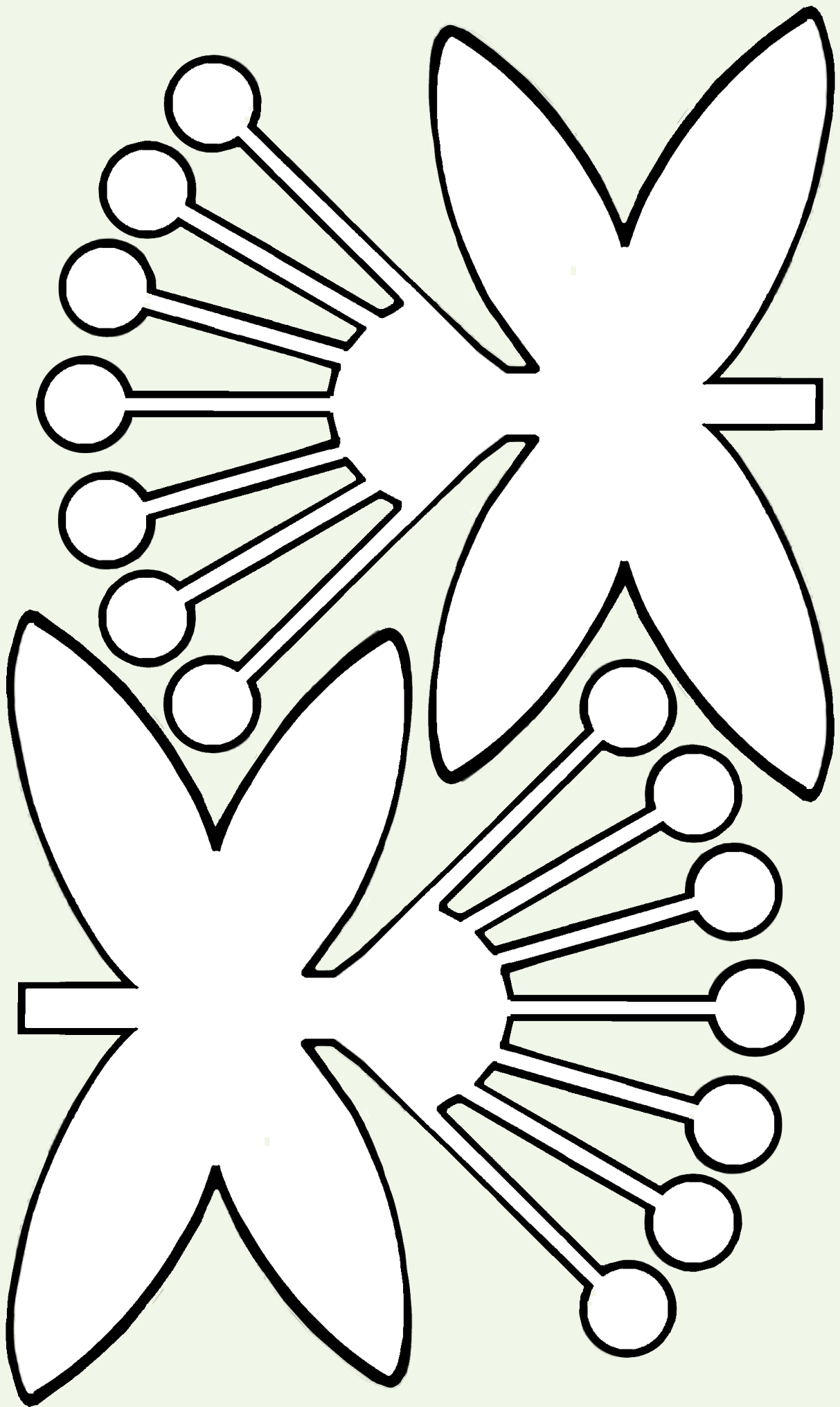
Hey, come on, uh
Bring me down, can't nuthin' (happy)
Bring me down
My level is too high to bring me down (happy)
Can't nuthin', bring me down (happy)
I said, let me tell you now, unh (happy)
Bring me down, can't nuthin', bring me down (happy, happy, happy)
My level is too high to bring me down (happy, happy, happy)
Can't nuthin' bring me down (happy, happy, happy)
I said

*Because I'm happy
Clap along if you feel like a room without a roof
Because I'm happy
Clap along if you feel like happiness is the truth
Because I'm happy
Clap along if you know what happiness is to you
Because I'm happy
Clap along if you feel like that's what you wanna do
Because I'm happy
Clap along if you feel like a room without a roof
Because I'm happy
Clap along if you feel like happiness is the truth
Because I'm happy
Clap along if you know what happiness is to you
Because I'm happy
Clap along if you feel like that's what you wanna do*

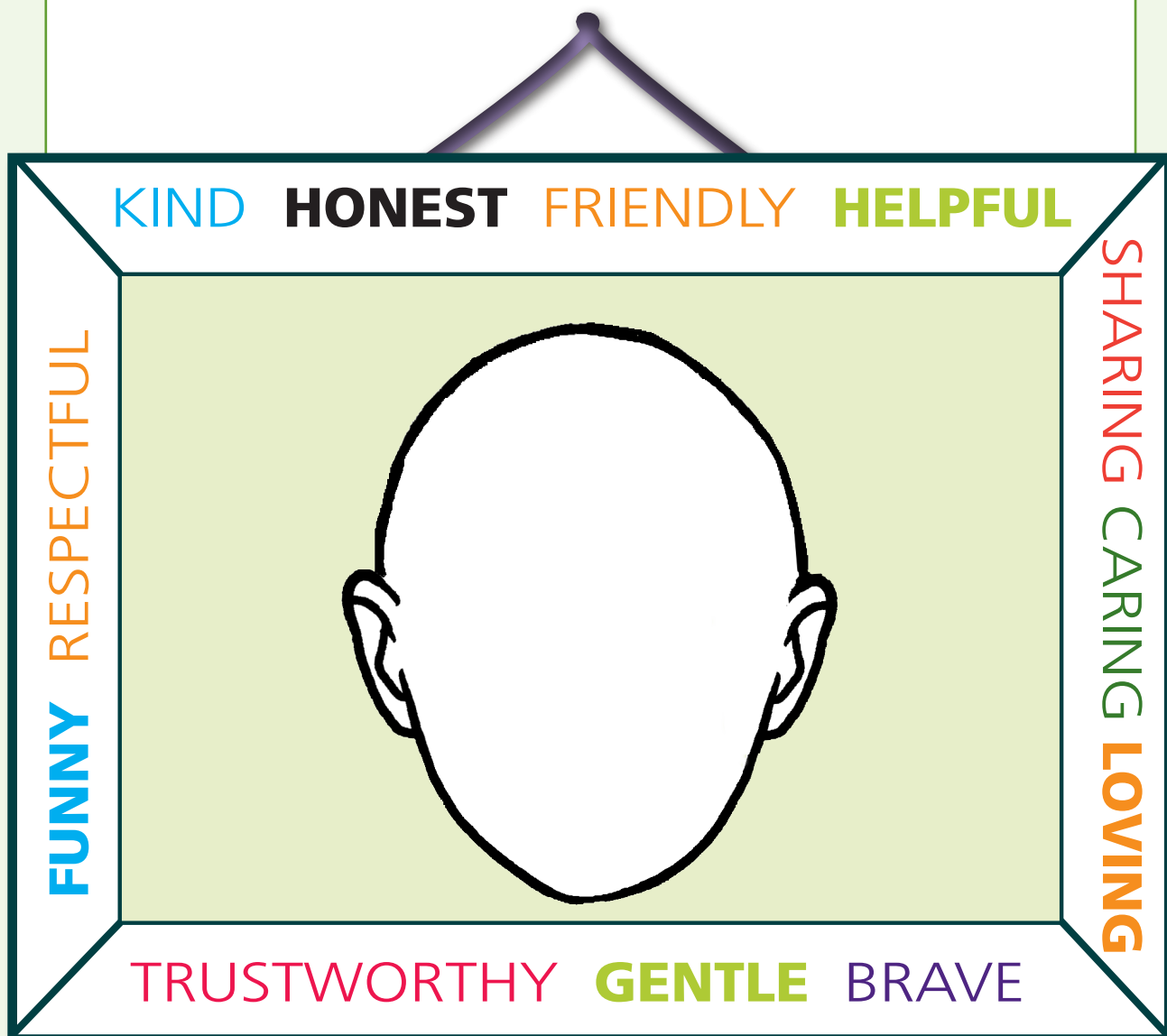
Come on, unh bring me down can't nuthin' (happy, happy, happy)
Bring me down my level is too high (happy, happy, happy)
Bring me down can't nuthin' (happy, happy, happy)
Bring me down, I said

*Because I'm happy
Clap along if you feel like a room without a roof
Because I'm happy
Clap along if you feel like happiness is the truth
Because I'm happy
Clap along if you know what happiness is to you, eh eh eh
Because I'm happy
Clap along if you feel like that's what you wanna do
Because I'm happy
Clap along if you feel like a room without a roof
Because I'm happy
Clap along if you feel like happiness is the truth
Because I'm happy
Clap along if you know what happiness is to you, eh hey
Because I'm happy
Clap along if you feel like that's what you wanna do, heh come on*

Songwriters: Pharrell Williams, Happy lyrics © Sony/ATV Music Publishing LLC, Warner/Chappell Music, Inc, Universal Music Publishing Group



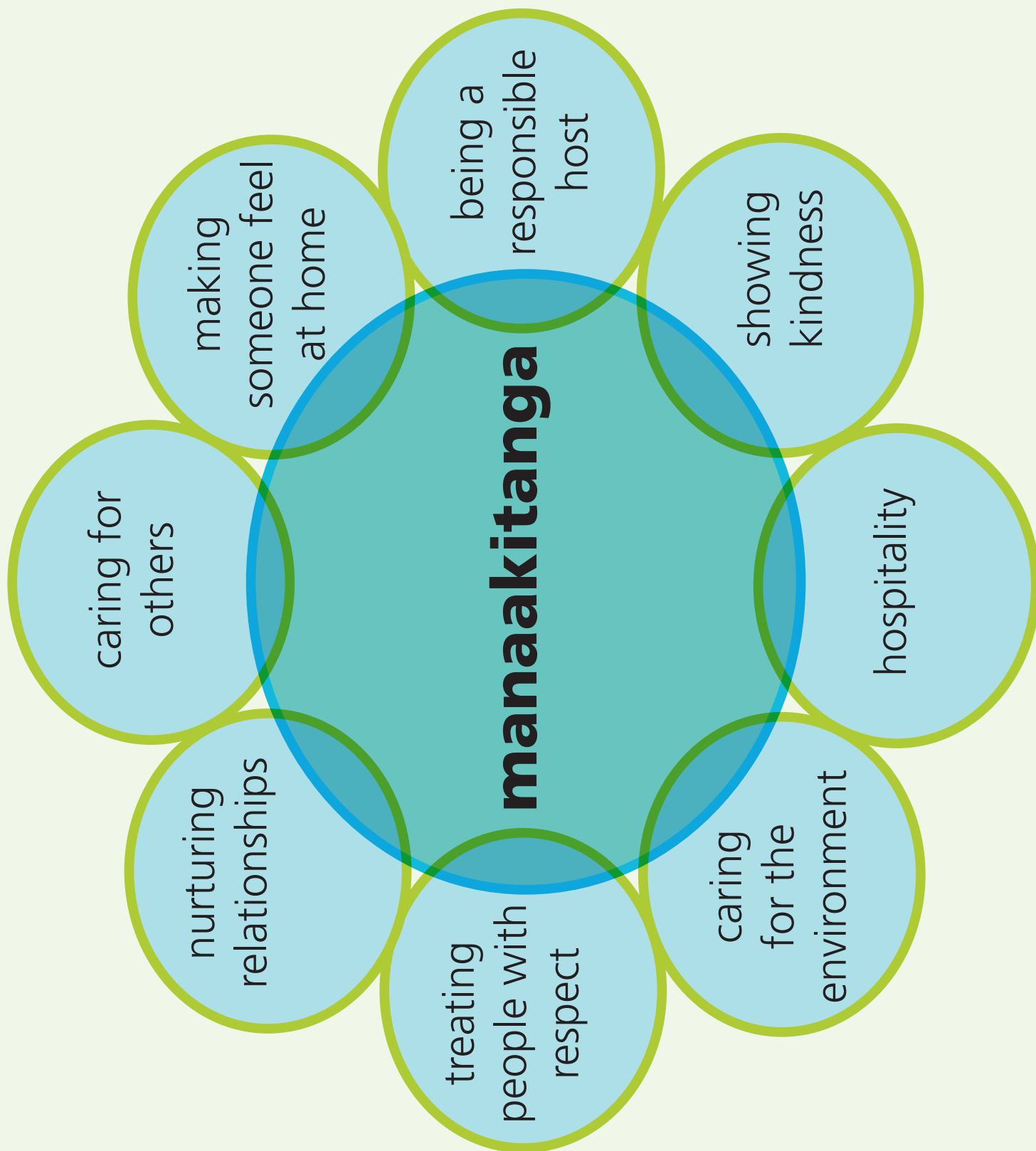
Finish this drawing of your face.



1. Circle the three words that describe you best.
2. Pick one of the words you circled and **describe a time** when you demonstrated this.

I am: _____

Because: _____



Appendix 13 Manaakitanga image

Enlarge and print on A3 paper, one per group and teacher



Showing

manaakitanga

Showing

manaakitanga

Not showing

manaakitanga

Not showing

manaakitanga



Whispering unkind things about another student in front of them

Playing on an iPad when someone is trying to talk to you about a problem

Asking a new student to sit with you at lunchtime

Giving your friend a hug when they are sad

Telling a classmate that they smell

Telling your kuia that you love them

Running past somebody who has fallen over and not stopping to help them



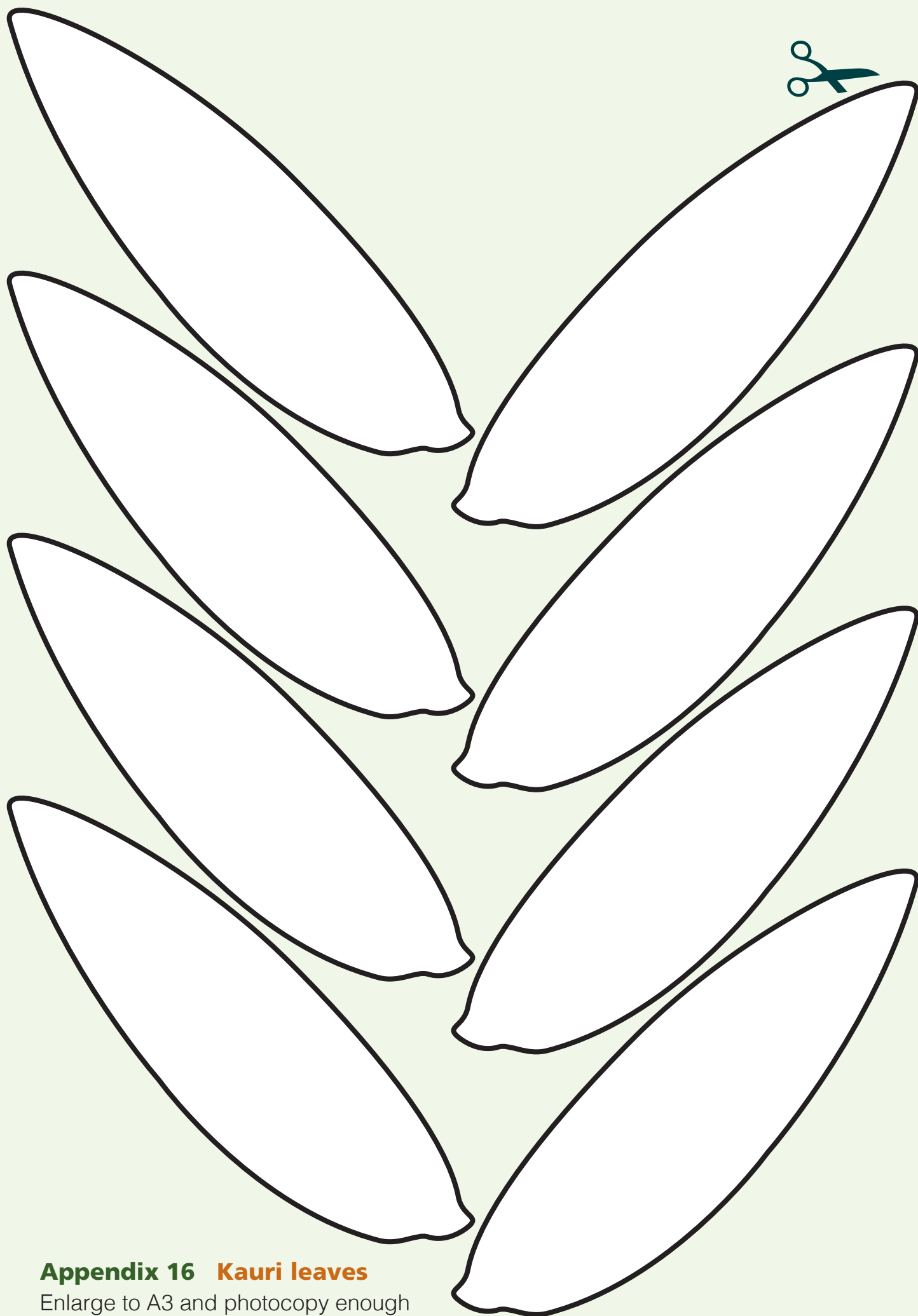
Laughing at a classmate because they have a hole in their pants

Walking away when your friend is getting teased

Calling someone a name using rude words

Helping your teacher carry sports equipment

Sharing your food with your friend at the park



Appendix 16 Kauri leaves

Enlarge to A3 and photocopy enough leaves for each person in your class

Maki wins a race at school and feels happy and proud. Maki notices the person who came second has walked away and looks like they might be crying.

- What colour is the traffic light for Maki's thoughts?
- What could Maki do?
- Who could Maki talk to?



Mia is so excited because it's her birthday tomorrow and she just can't get to sleep.

- What colour is the traffic light for Mia's thoughts?
- What could Mia do?
- Who could Mia talk to?

Sophie and Aman used to be best friends but lately Aman has been playing with Moana and she won't let Sophie join in. Sophie is feeling sad and jealous. Yesterday she scribbled on Moana's school bag because she was feeling so bad.

- What colour is the traffic light for Sophie's thoughts?
- What could Sophie do?
- Who could Sophie talk to?



Apirana does a lot of chores around home and it seems like his little sister Erena hardly has to do anything. Apirana feels that life is unfair and he begins to stomp around home.

- What colour is the traffic light for Apirana's thoughts?
- What could Apirana do?
- Who could Apirana talk to?

Teina brings her rugby ball to school so that she and her friends can play rugby together at lunch time. Sam joins in but she wants to change the rules and swap the teams around. Teina doesn't like the new rules or teams that Sam is suggesting. Teina feels angry and frustrated.

- What colour is the traffic light for Teina's thoughts?
- What could Teina do?
- Who could Teina talk to?

Fetu has been invited for a sleepover to his classmate's house. He doesn't know his classmate or his family very well and he's not used to being away from home. Fetu's mum wants him to be brave and go but Fetu is nervous and scared.

- What colour is the traffic light for Fetu's thoughts?
- What could Fetu do?
- Who could Fetu talk to?

Kahala has nobody to play with at school. Kahala usually plays with her best friend Jerome but Jerome has gone away for a two week holiday. Kahala finds lunch time so long without anyone to play with and she feels lonely and sad.

- What colour is the traffic light for Kahala's thoughts?
- What could Kahala do?
- Who could Kahala talk to?





Appendix 18 Feelings dice template

Print on A4 paper or thin card, one per student



1. Every day when we play cricket Sati has to start off the batting. When he is bowled out, he always argues or refuses to go. How can we get Sati to play fair?



2. When we work on our project Christi always wants to do the drawing. Christi is good at drawing but I want to have a turn too.

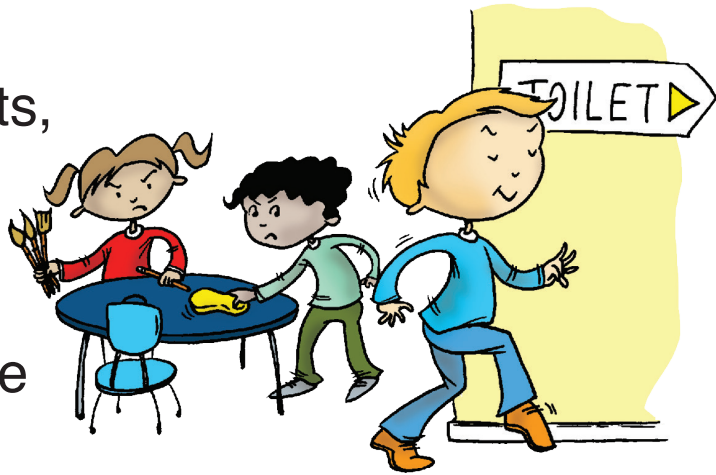


3. Lakapo doesn't do his share. He mucks around and teases everyone. Lakapo is fun to be with but we don't get much work done when he is with us.





4. When it's our group's turn to clean up the paints, Jacob always goes to the toilet. He doesn't come back until we have finished.



5. The teacher asks our class to line up and Rewiti pushes into the line ahead of me and stands on my toe.



Your friend has made a plan to block the sink in the boys' toilets with toilet paper. He leads you into the toilet and starts to rip up little pieces of toilet paper to stuff into the drain. He asks you to join in.



Your friend wants you to play inside the classroom at lunchtime but you're not allowed to. If you don't follow them you will have nobody to play with.

Your friends want to explore the bush over the fence from school even though it is out of bounds. They tell you to climb the fence too but you're not sure if you want to. They call you a "scaredy cat."



A group of your friends think it's funny to tease a new person at school because they wear glasses. They want you to join in the teasing.

There's a really cool new game out and most of your classmates won't stop talking about it. Your Mum doesn't want you to play it because she thinks it's too violent. Your classmates laugh at you and begin to ignore you when they find out you're not allowed to play it.

It's time to choose a winter sport and you really want to play rugby even though you're a girl. Your friends are all playing netball and they keep pestering you to play netball too.

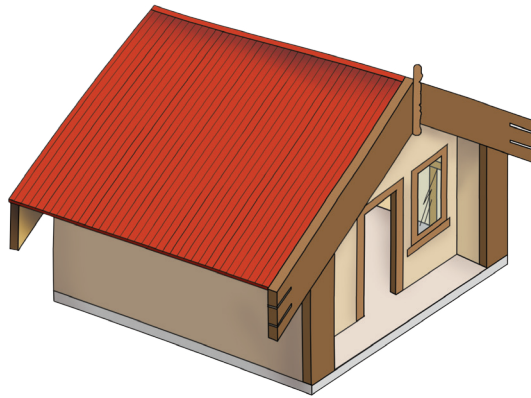
Your friends want you to join them in performing at your school's talent show. They say you'll help them win. You love performing but you feel nervous and shy doing it front of the whole school.



You really want to be able to do a flip on your friend's trampoline but feel a bit anxious to try it. Your friend shows and tells you how to do it, and is waiting for you to have your turn. You feel really unsure.

My whānau wellbeing goal

My goal is _____



FZ[e'i [ʰegbbadʰ_ k'i Z ` Sgie

☐

Taha tinana physical wellbeing

☐

Taha hinengaro emotional and mental wellbeing

☐

Taha whānau social wellbeing

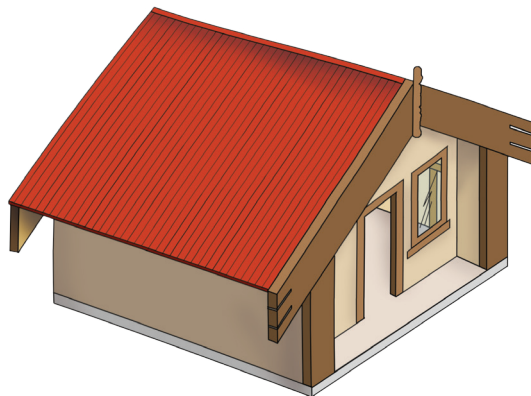
☐

Taha wairua spiritual wellbeing



My whānau wellbeing goal

My goal is _____



FZ[e'i [ʰegbbadʰ_ k'i Z ` Sgie

☐

Taha tinana physical wellbeing

☐

Taha hinengaro emotional and mental wellbeing

☐

Taha whānau social wellbeing

☐

Taha wairua spiritual wellbeing

Appendix 21 My whānau wellbeing goal

Print on A4 paper, one per student



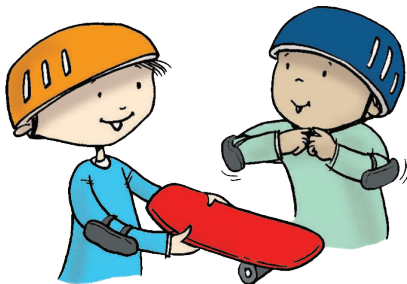
Be kind to each other



Doing something you enjoy



Listen to others



Sharing



Spending time with friends



Having a trusted adult



Eating healthy food



Showering regularly



Brushing teeth twice a day



Exercising regularly



Getting lots of sleep



Looking out for each other



Washing your hands



Doing things together



Talking about feelings

Appendix 22 Looking after yourself and others cards

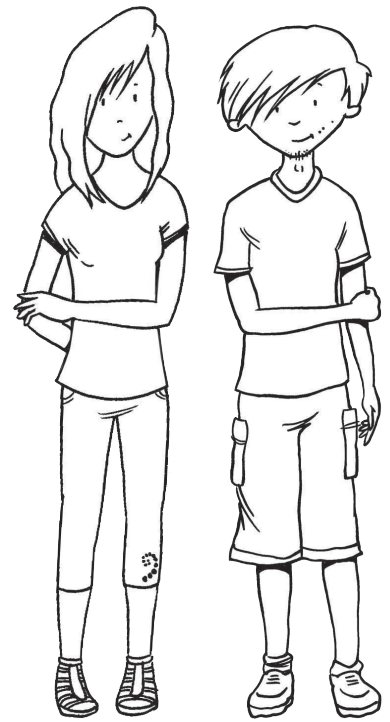
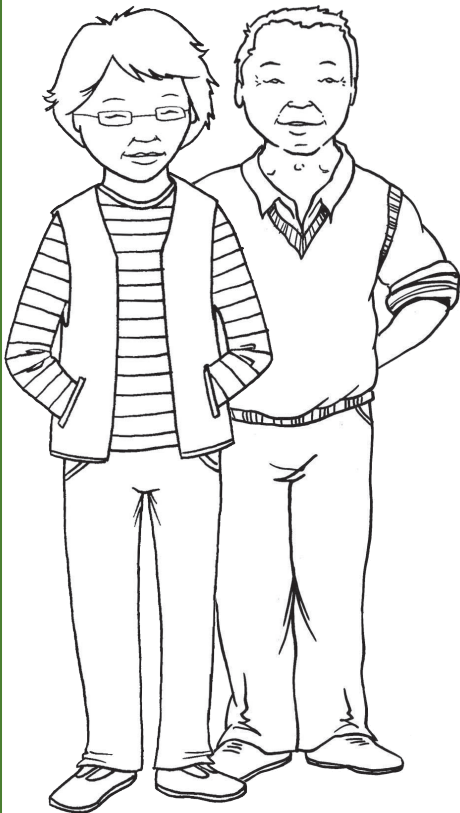
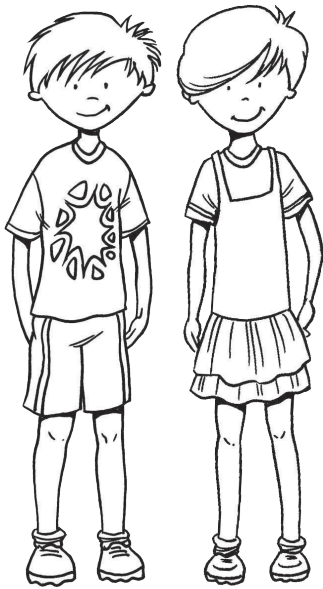
Print on A4, one copy per group



Taking care
of our bodies

Taking care
of our feelings

Taking care
of each other



Appendix 24 Stages of human development

Print on A4, one set per group

Baby
Pēpi

Toddler
Kōhungahunga

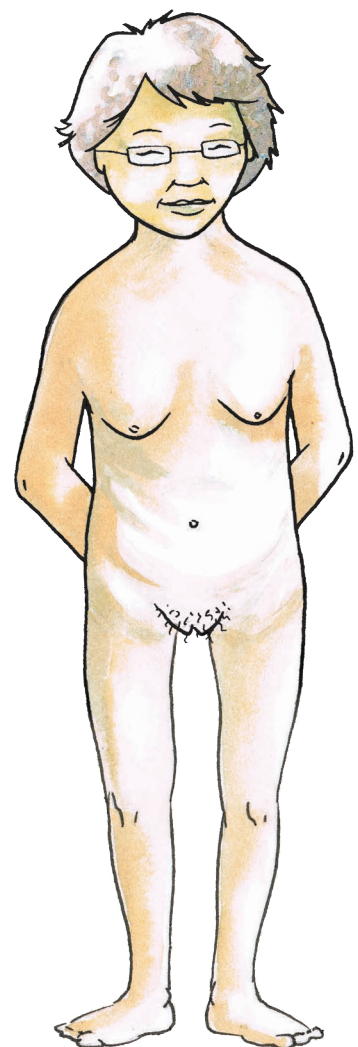
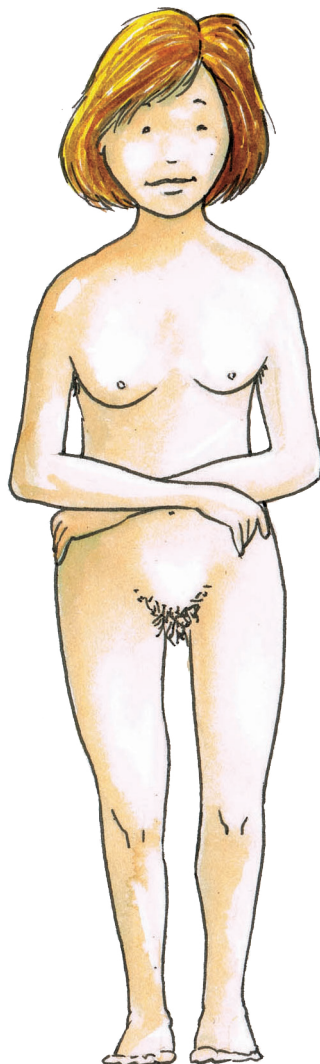
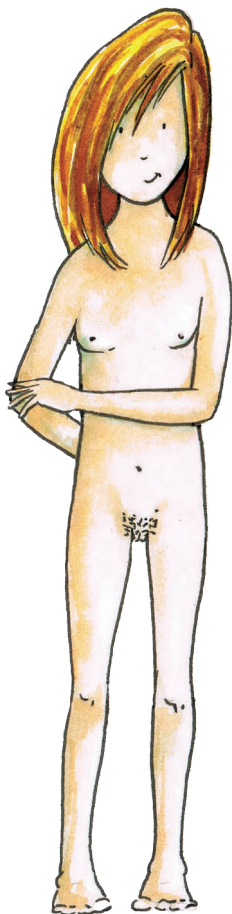
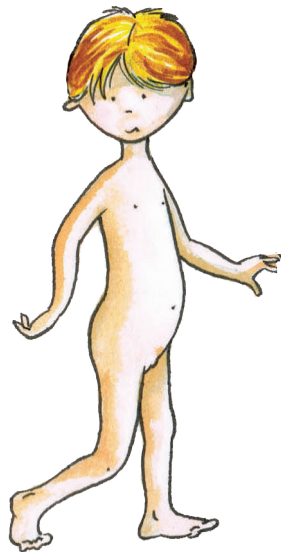
Child
Tamaiti

Teenager
Taitamariki

Adult
Pakeke

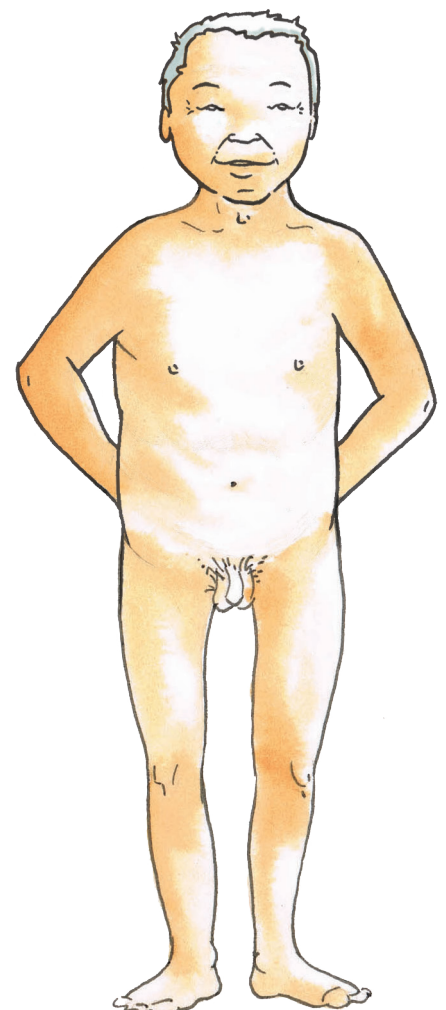
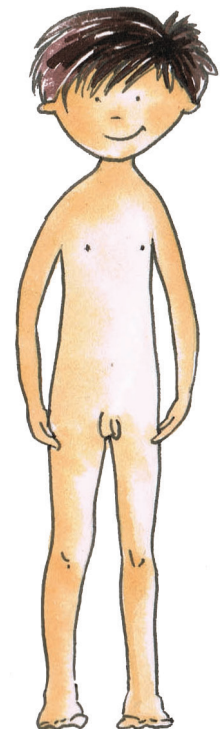
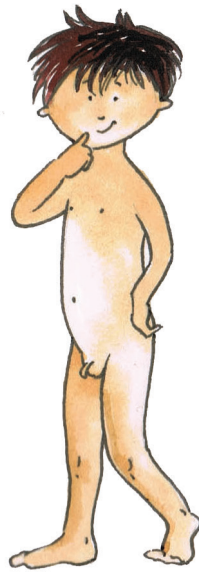
Elder
Kaumātua

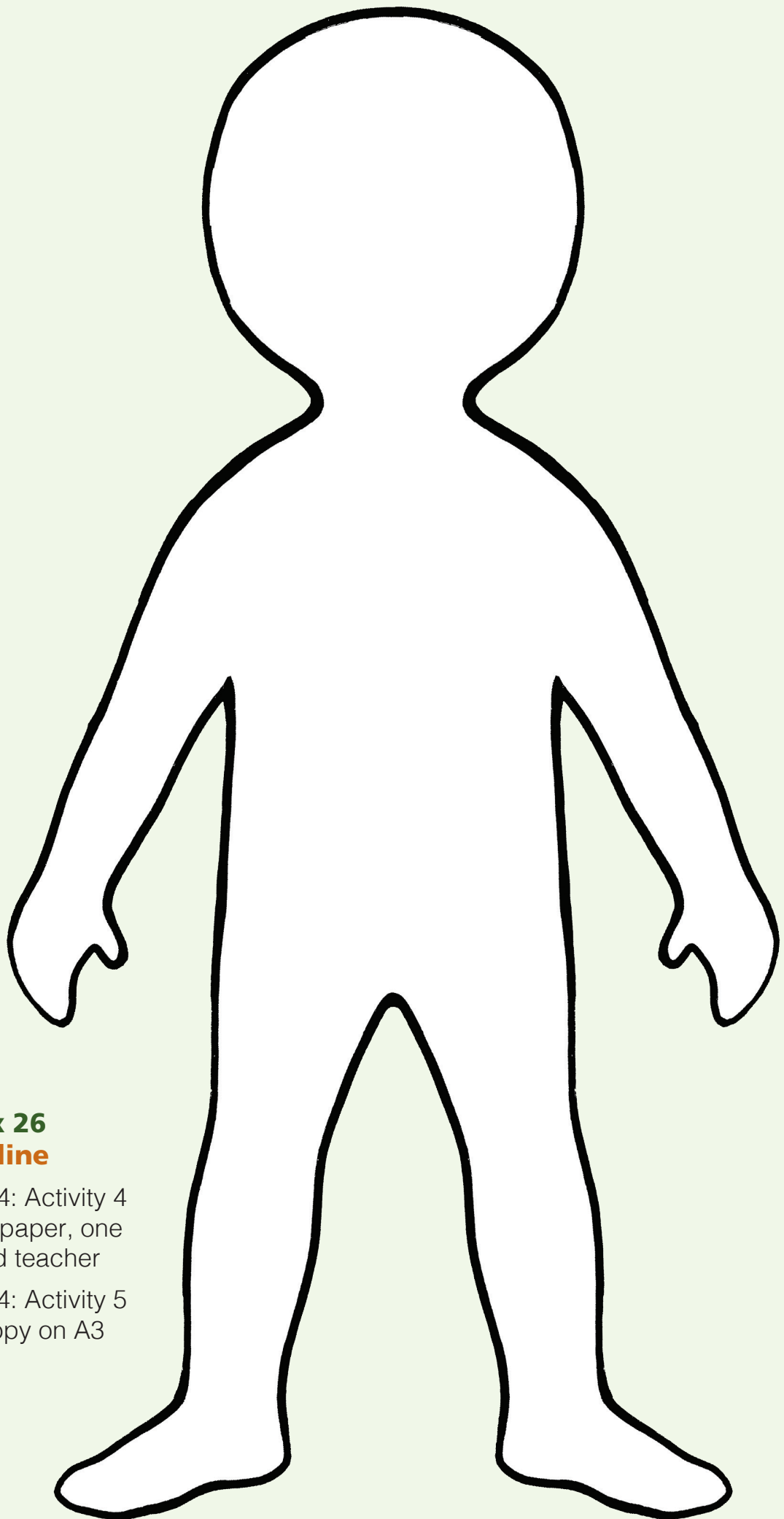




Appendix 25 Naked body pictures

Print on A4, one set per group





Appendix 26

Body outline

For Theme 4: Activity 4
Print on A3 paper, one
per pair and teacher

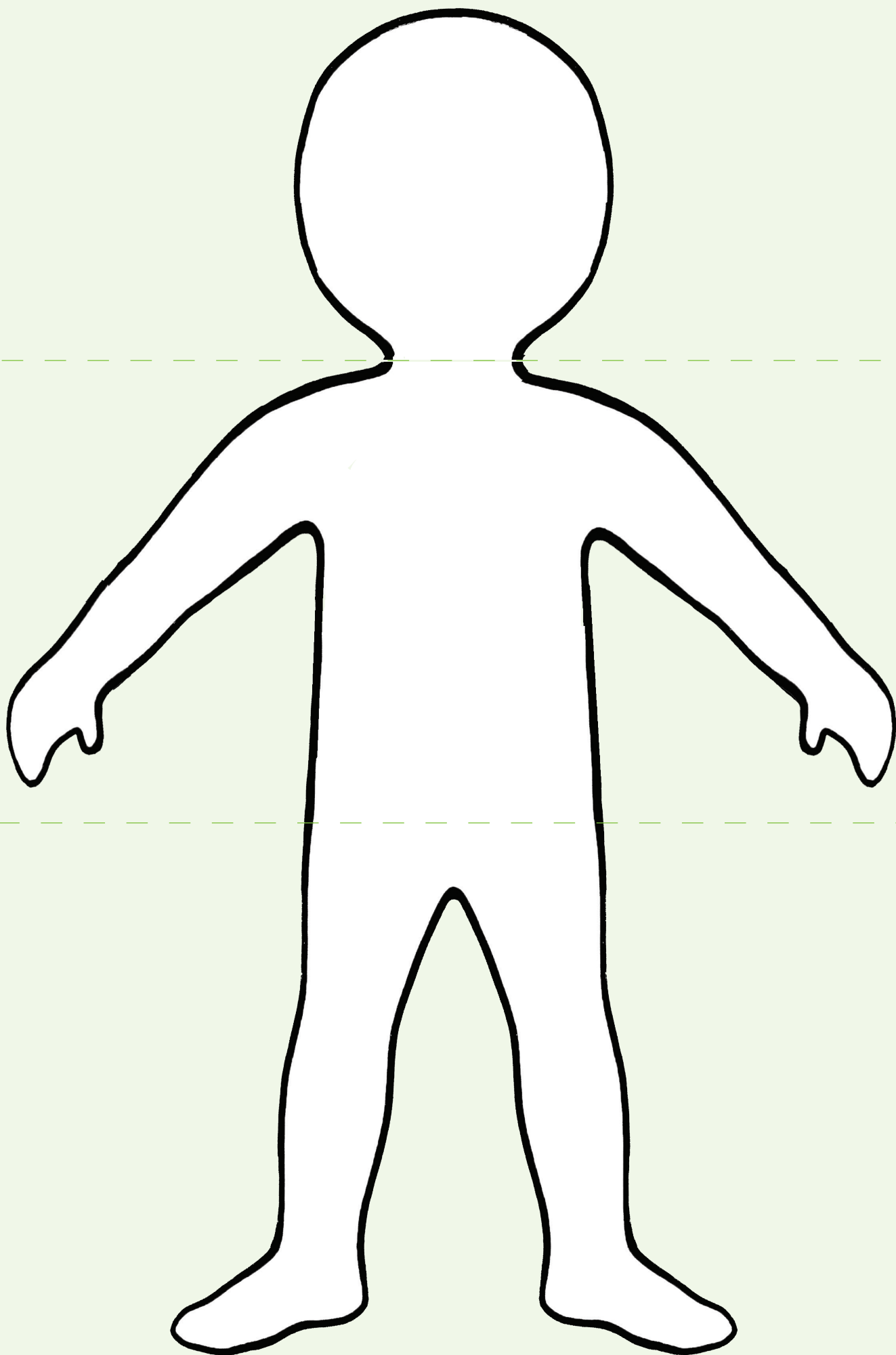
For Theme 4: Activity 5
Print one copy on A3
paper



Testicles Raho	Scrotum Pūkoro raho	Nose Ihu
Neck Kakī	Knee Turi/Pona	Penis Ure
Stomach (tummy) Puku	Vagina Tara	Vulva Puapua
Nipple Kōmata	Arm/hand Ringa	Leg Waewae
Bottom Nono	Chest Poho/Uma	Breast Uma/Ū
Toes Koikara/ Matikara	Elbow Tuke	Finger Koikara/ Matikara
Thumb Tōnui/Kōnui	Ankle Pungapunga	Head Māhunga/ Upoko
Hair Makawe	Shoulder Pakihiwi	Pubic hair Huruhuru
Belly button Pito	Anus Tero	

Appendix 27 Body parts cards

Print on A4, print enough to allow each pair and teacher to have 10 cards each



How would you feel if ...



Your uncle wants you to kiss and hug him every time you say hello and goodbye.

Your swimming coach stays in the changing room while you get undressed.

Your friend wants to hold hands with you as you walk around the school.

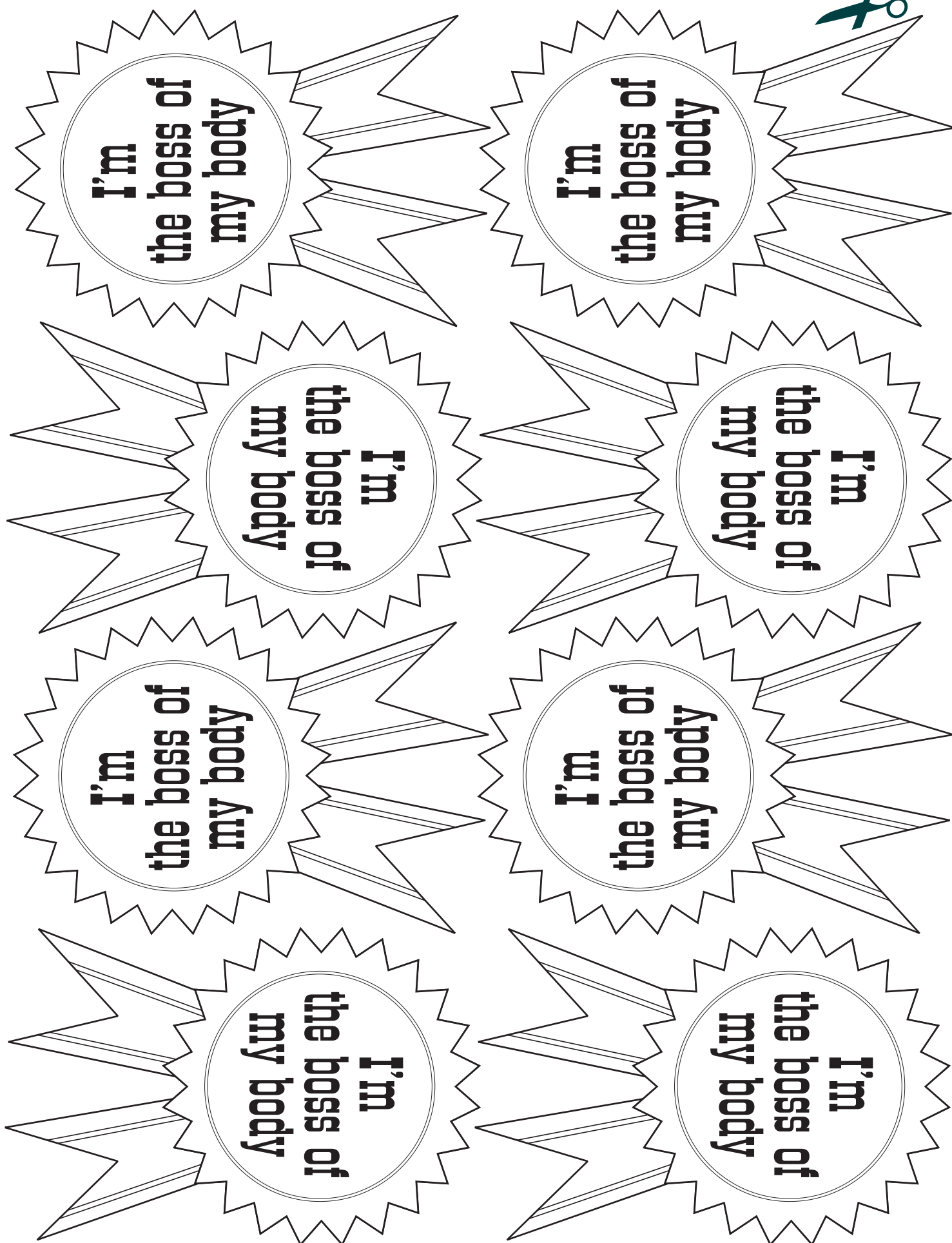
Your Grandma wants you to sit on her knee while she reads you a story.

Your cousin wants to practice doing a twist burn on your arm.

Your big brother wants you to ride your bike down the biggest hill in town with no brakes.

A little kid at school keeps trying to kiss you.

Your Grandad always chases you and tickles you.



Appendix 30 Boss badge

Print on A4, one badge per student

What would you do if ...



You are playing an online game and someone you don't know starts to chat to you on the message board. They ask you what your name is and where you live.

You are using the internet to do some research on animals and you come across a website with naked people on it.

You are playing an online game with an online friend you've only met in the chatroom. They ask you if you want to meet up at the local park on Saturday.

Your big sister lets you use her mobile phone to play a game. You notice she has been receiving some mean messages from her friends at school.

Your parents have set up an email account for you to write to your Oma who lives in Holland. You have given this email address to your teenage neighbour and they keep sending you emails with rude jokes.



Name of handy helper:

Address, email, or phone number:

Name of handy helper:

Address, email, or phone number:

Name of handy helper:

Address, email, or phone number:

Name of handy helper:

Address, email, or phone number:

Name of handy helper:

Address, email, or phone number:

Name of handy helper:

Address, email, or phone number:

Appendix 32 Handy helpers contact book

Print on A4, enough copies to allow all students contributions