

Kia Manawaroa, Kia Manawa Titī (Resilience Within ourselves)

Achievement Objectives

Ngā Whāinga

Students will:

Ka taea e te tauira:

Describe feelings and ask questions about their health, growth, development, and personal needs and wants.

Describe themselves in relation to a range of contexts.

Demonstrate respect through sharing and cooperation in groups.

Explore and share ideas about relationships with other people.

Express their own ideas, needs, wants, and feelings clearly and listen to those of other people.

Te whakamārama i ō rātou kare ā-roto, ki te ui pātai hoki e pā ana ki tō rātou hauora, tō rātou whakatipuranga, whakawhanaketanga, ki ō rātou ake hiahia hoki.

Te whakamārama i tō rātou tū ahakoa ki whea, ahakoa āwhea.

Te whakaatu i te kauanuanu, i te manaakitanga mā te tuari me te mahi tahi ki rō rōpū.

Te whai whakaaro me te tuari whakaaro e pā ana ki ngā hononga, ki ngā whanaungatanga ki tāngata kē.

Te āta whakapuaki i ō rātou anō whakaaro, hiahia, pīrangī, me ō rātou kare ā-roto. He whakaatu hoki i ā rātou pūkenga whakarongo ki ēnei tūāhuatanga ka tuarihia e tāngata kē.

Learning Intentions

Ngā Whāinga Akoranga

Possible learning intentions for this unit of work are to:

He momo whāinga i tēnei wāhanga mahi:

Understand that kindness is important on its own, but learning kindness for others in addition to the self is also vital as a piece of resilience.

Identify and describe their feelings in a variety of situations, both good and bad

Develop the skills needed to cope in a variety of situations i.e problem solving, conflict resolution and not getting their way

Establishing the concept of teamwork, roles and responsibilities

He mārama ki te hua nui o te manaakitanga, arā ko te manaaki i a koe anō, ko te manaaki i tāngata kē atu hoki. Koinei tētahi āhuatanga o te manawa titī.

Tohungia, ka mutu, whakamāramatia o rātou kare ā-roto i ngā horopaki huhua, ngā momo horopaki pai, ngā momo kino hoki.

Akona ētahi pūkenga hei āta kawenga mā te tangata i roto i ngā horopaki huhua. Hei tauira, te whakatau take, te whakatau raru, ā, i ngā wā kua huakore ngā mea i hiahia nei te tangata

He mōhio ki te mahi tahi, ki te tūranga o te tangata me āna haepapa.

Kāhu Pōkere Mātauranga Framework

Pou Tarāwaho: Kāhu Pōkere

This framework aligns with the chiefly bird, the Kāeaea (NZ Falcon) of Ngāti Te Ata as he soars across the waters, mountains, and lands of the tribe.

Hei rite tēnei pou tarāwaho ki te kāeaea o Ngāti Ata me tāna rere i ngā wai, i ngā maunga, ki runga i te whenua.

1. Years 1 - 2 Whāriki A, E, I
Tau 1 - 2 Whāriki A, E, I

2. Years 2 - 3 Tarata A, E, I
Tau 2 - 3 Tarata A, E, I
3. Years 3 - 4 Hue A, E, I
Tau 3 - 4 Hue A, E, I
4. Years 4 - 5 Tōtara A, E, I
Tau 4 - 5 Tōtara A, E, I
5. Years 5 - 6 Maunga A, E, I
Tau 5 - 6 Maunga A, E, I
6. Years 6 - 7 Whetū A, E, I
Tau 6 - 7 Whetū A, E, I
7. Years 7 - 8 Marama A, E, I
Tau 7 - 8 Marama A, E, I

Text Tuhinga	Tasks and Activities Hei Mahi
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<p>Tau 1 - 2: Whāriki A - Uenuku</p> <p>Mahi tahi - I te taiao nā te whakapapa, nā te mahi tahi ngā mea katoa ka ora ai</p> <p>Years 1 - 2: Whāriki A - Uenuku</p> <p>Teamwork- All the elements in nature are required to work together</p>	<p>Hula Hoop Challenge Te Wero Pīrori</p> <p>This game is played in a circle, with all children holding hands. First, demonstrate how to get your body through a hula hoop without using your hands. Make sure that each child has a space in the circle.</p> <p>Kia porowhita te tū a ngā tamariki, kia pupuri ringa hoki. Tuatahi, whakaatungia te kuhu i te pīrori mā te kore whakamahi i ō ringaringa. Kia whai wāhi ia tamaiti i te porowhita.</p> <p>Then, play the game as follows: Tākarohia te kēmu:</p> <ol style="list-style-type: none"> 1. Place the hula hoop over two people's interlocked hands so it cannot escape the circle. 2. Tell the children that the goal of the game is to get the hula hoop all the way around the circle without anyone letting go of their neighbours' hands. 3. Start the game, and have everyone cheer on the children that are currently trying to move the hula hoop. 4. Once the game has been played for one round, discuss the group's successes and challenges and try it again. <ol style="list-style-type: none"> 1. Tukuna kia pupuri ringa ētahi tamariki tokorua ki waenganui i te pīrori. Kia noho te pīrori ki runga o rāua ringaringa e kore ai te pīrori e puta. 2. Mea atu ki ngā tamariki ko te whāinga o te kēmu kia huri noa te pīrori i te porowhita i a ngā tamariki e pupuri ringa ana. Kia kaua ngā tamariki e whakarere i te ringaringa o ō rātou hoa. 3. Tīmatahia te kēmu. Kia whakanuia ā-wahatia te hunga e whakaneke ana ki te pīrori. 4. Kia oti rā noa te rauna tuatahi, wānangahia ngā pūkenga me ngā take i hua, ka mutu, kia tākaro anō.
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<p>Tau 1 - 2: Whāriki A - Uenuku</p> <p>Mahi tahi - I te taiao nā te whakapapa, nā te mahi tahi ngā mea katoa ka ora ai</p> <p>Years 1 - 2: Whāriki A - Uenuku</p> <p>Teamwork- All the elements in nature are required to work together</p>	<p>Alligator Swamp Arikeita i te Repo</p> <p>This game needs: A clearly marked start and finish line. Equipment Needed: Potato sacks, cardboard, carpet squares or anything that players can easily stand on and carry.</p> <p>Ngā whakaritenga mō te kēmu: He rārangi tīmatanga, he rārangi whakamutunga. Ngā rauemi mō te kēmu: He pēke rīwai, he papamārō, he tapahinga whāriki tapawhā, he papa anō rānei, he mea ka taea e te kaitākaro te tū ki runga me te kawē.</p> <p>How to Play</p> <ol style="list-style-type: none"> 1. The object of the game is to get all team members from one side of town to the other without touching the lava. 2. Players can only be in the lava zone if they are standing on a potato sack. 3. If players step off the potato sack and into the lava, they must return back to the other side of town. 4. If a potato sack is placed into the lava without being constantly touched by a player, it is lost and the whole team must return back to the other side of town. 5. Each team should come up with a strategy on how to get all of their teammates across safely. <p>Ngā Ture</p> <ol style="list-style-type: none"> 1. Ko te whāinga o te kēmu kia tae atu te katoa o te tīma mai i tētahi taone (arā tētahi taha) ki tērā atu, heoi, kia kaua e pā i te rangitoto (te wāhi o waenganui i te rārangi tīmatanga me te rārangi whakamutunga). 2. Me tū te kaitākaro ki runga i te pēke rīwai i a ia e tū ana ki runga i te rangitoto. 3. Ki te wehe te kaitākaro mai i te pēke rīwai ki te rangitoto me hoki atu ki te taone kātahi anō ka wehea. 4. Ki te whakarerengia te pēke rīwai e ngā kaitākaro, ā, ka pā i te rangitoto ka hinga, ka hoki atu te katoa o te tīma ki te tīmatanga, tīmata anōtia. 5. Me whai rautaki ngā kaitākaro ki te āta whakawhiti i te katoa o te tīma ki tērā atu taha.
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<p>Tau 1 - 2 : Whāriki E - Kaiwhare</p> <p>Hei utu i te ngaro He momo ngaronga i ngā ao o ngā māhanga. I rerekē ai te ao o Kaiwhare, i ngaro te hoa o tērā atu māhanga.</p> <p>Years 1 - 2 : Whāriki E - Kaiwhare</p> <p>Coping with loss or change The twins both had to deal change to their lives. Kaiwhare's life would never be the same and his twin had lost his closest friend.</p>	<p>What is change? He aha tēnei mea te panoni, te tīni?</p> <p>Think of one change that you have made because you wanted to (e.g. choosing a new family pet or changing bedroom) and one change that has happened that you had no, or little choice about (e.g. a change of school).</p> <p>Whakaarohia tētahi mea i panonitia e koe i tōu hiahia ki tētahi mea (hei tauira, te kōwhiri mōkai hou mā te whānau, he tīni i tōna rūma moe pea), ā, whai whakaaro ki tētahi mea i pā atu ki a koe, heoi, kāore i a koe te mana ki te tīni i tērā whakatau (hei tauira, te hūnuku ki kura kē).</p> <p>Talk about:</p> <ul style="list-style-type: none"> • What are some of the differences and similarities between the two types of change? • Why would someone choose to make a change (e.g. because they want to feel better; because someone else suggests it; because they think they should; because they want to be like their friends)? • What do we need to have or to know in order to make a successful change (e.g. we need to know what the change will involve; we may need help from others; we need to really want the change to work for us)? • What makes change easier to cope with (e.g. when there are lots of people making the same change; when we have already made a similar change so we can guess what it is going to be like; when we can talk to someone about it; meeting someone from the new place; visiting a new place to have a look around)? • What can we do to keep feeling OK about the change (e.g. reward ourselves; continue to set small goals)? <p>Hei kaupapa kōrero:</p> <ul style="list-style-type: none"> - He aha ētahi ōritenga, he aha ētahi rerekētanga o ngā momo tīnihanga rā? - He aha ētahi take ka hia tīni i tētahi mea? (Hei tauira, hei oranga mō te tangata; he mea i tohungia e tāngata kē; he whakaaro noa nō te tangata he tika; he pirangi nō te tangata kia pērā i ōna hoa.) - He aha ngā mea ka hiahia, he aha ngā mātauranga kia mōhiotia e mana ai tētahi tīnihanga? (Hei tauira, kia mōhio ki ngā āhuatanga o te tīnihanga; he hia āwhina mai i tāngata kē; kia hāngai te hiahia o tīnihanga ki te tangata.) - He aha hei whakangāwari i te kawē i ngā momo tīnihanga, ngā momo panonitanga? (Hei tauira, mēnā he tokomaha ngā tāngata e tīni ana i te mea ōrite; ēkene pea he momo tīnihanga kua mahia kētia, ā, he āhua ōrite nō reira kei reira pea he tohu ki ngā hua ka puta; ki te whai hoa whakawhiti kōrero mō tēnei mahi; ki te tūtaki tangata hou i te wāhi hou; te haere ki tētahi wāhi hou ki te tiro haere.) - He aha hei āta mirimiri i te tangata e pai ai tana haere i ēnei tīnihanga? (Hei tauira, he whai taonga whakanui i te mutunga mai; he whakarite whāinga whāiti.)
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<p>Tau 1 - 2 : Whāriki E - Kaiwhare</p> <p>Hei utu i te ngaro He momo ngaronga i ngā ao o ngā māhanga. I rerekē ai te ao o Kaiwhare, i ngaro te hoa o tērā atu māhanga.</p> <p>Years 1 - 2 : Whāriki E - Kaiwhare</p> <p>Coping with loss or change The twins both had to deal change to their lives. Kaiwhare's life would never be the same and his twin had lost his closest friend.</p>	<p>Quick draw He tānga iti Ask your class to draw the stages of one change that they have already coped with successfully. This could be a big change, such as moving house, or a small change, such as going to a new class.</p> <ul style="list-style-type: none"> • Start with a picture of how things used to be. • Draw a second picture that shows how things are now. • Then draw a third picture, showing how these changes happened. <p>Pātai atu ki āu tauira ki te tahi ngā peka o tētahi tīnihanga kua mahia, kua āta kawea e rātou. He tīnihanga nui pea, pērā i te hūnuku whare, he tīnihanga iti pea, pērā i te hūnuku akomanga.</p> <ul style="list-style-type: none"> - Hei tīmatanga, tāngia he pikitia o te āhuetanga o mua. - Tuarua, tāngia he pikitia o te āhuetanga o nāianei. - Tāngia he pikitia tuatoru e whakaatu ana i ngā tīnihanga kua hua. <p>Talk about:</p> <ul style="list-style-type: none"> • What were the steps that helped you to make the change? • What did you need to know or have in order to make the change? • What was the best bit about making the change? • What was the worst bit? What are you most pleased about now that you have coped with the change? <p>Your class might find it helpful to compare their experience with yours and those of others – but remember that your adult coping strategies may not necessarily be the most appropriate ones for them to use.</p> <p>Hei kōrerotanga:</p> <ul style="list-style-type: none"> - He aha ngā whāinga whāiti i whakatutukingia kia hāpai i te tīnihanga i hiahia nei koe? - He aha ngā momo rauemi, ngā momo mōhiotanga i hihia nei koe e hāpai ai te tīnihanga? - He aha te wāhanga pai rawa o te takahi i tēnei ara? - He aha te wāhanga kino rawa o ēnei mahi? Nō te āta kawea atu i tāu tīnihanga, kua ora rā noa koe i tēhea wāhanga o tēnei mahi? <p>He oranga pea i roto i te whakarite ōu wheako ki ērā o ngā tamariki, ā, i waenga i a rātou anō hoki - heoi, kia maumahara tērā pea ko āu rautaki e hāngai ana ki te pakeke, ā, ehara pea i te rautaki pai ake hei mahinga mā te tamariki.</p>
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<p>Tau 1 - 2 : Whāriki I - Kāeaea</p> <p>Ngā Hoa me he kāeaea, me tiaki tētahi i tētahi</p> <p>Years 1 - 2 : Whāriki I - Kāeaea</p> <p>Friendship/ Kindness like Kāeaea, we need to look after others</p>	<p>How Full is Your Bucket? Kua Pēhea te Kī o Tāu Pāketē?</p> <p>Watch the YouTube version of How Full is Your Bucket? Or if you have the actual book you can read it instead.</p> <p>Mātakitakihia te rīpene o <i>How Full is Your Bucket</i> ki YouTube Mēnā kei a koe te pukapuka, pānuihia.</p> <p>Discuss what it means to fill someone's bucket. Create a class chart of ways we can fill each other's bucket as friends, family members, students, etc. You can write these on a bucket template for easy display in the classroom.</p> <p>Wānangahia tēnei mea te whakakī i te pāketē a te tangata. Whakaritea he kete kōrero e hāngai ana ki ngā āhuatanga e taea e tātou te whakakī i te pāketē a tērā, a tērā hei hoa, hei whanaunga, hei tauira, hei aha atu rānei. Tuhia ēnei ki ngā pepa pāketē hei kitenga i te akomanga.</p>
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<p>Tau 1 - 2 : Whāriki I - Kāeaea</p> <p>Ngā Hoa me he kāeaea, me tiaki tētahi i tētahi</p> <p>Years 1 - 2 : Whāriki I - Kāeaea</p> <p>Friendship/ Kindness like Kāeaea, we need to look after others</p>	<p>Make Joy Happen Kia Rere te Wairua Koa</p> <ol style="list-style-type: none"> 1. Start by showing the short clip Make Joy Happen, on YouTube to your class. 2. Watch it without any introduction, other than that you want them to consider what the clip is trying to tell us. 3. After watching the clip, gather students' ideas about what they think the video is showing or trying to explain. <ol style="list-style-type: none"> 1. Hei tīmatanga, whakaaturia te whakaaturanga Make Joy Happen i YouTube ki ngā tauira. 2. Mātakihia, haunga ko te tīmatanga o te whakaaturanga. Ko te tikanga kia whaiwhakaaro ngā tauira ki te kiko o te kōrero. 3. Ka mutu te mātakinga whakaaturanga, whakakaongia ngā whakaaro o ngā tauira e pā ana ki te ia kiko o te whakaaturanga. <p>There are multiple messages:</p> <ol style="list-style-type: none"> 1. Treat others the way you want to be treated 2. Understand other people's perspectives (empathy) 3. Spread kindness and get kindness in return <p>He maha ngā kiko:</p> <ol style="list-style-type: none"> 1. Aroha atu, aroha mai 2. Whai māramatanga ki ngā aronga a tērā tangata, a tērā tangata <p>Have students share their ideas with partners using the sentence frames.</p> <p>The message is ___ because ___ When ___ then ___ Because ___ then ___ The meaning of ___ is ___</p> <p>Record all ideas to refer to when students are not being kind to others.</p> <p>Kia tuari whakaaro ngā tauira i ō rātou takirua mā ēnei rerenga.</p> <p>Ko te kiko ko te _____. He _____ i pēnei ai. Ko te ia o te ngā kōrero ko _____ Ki te _____ ka _____</p> <p>Tuhia ngā whakaaro katoa hei whakamahinga i ngā wā ka kino haere te tauira ki tāngata anō</p>
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<p>Tau 2 - 3: Tarata E - Ngā Uru Tarata o Huatau</p> <p>Te Whaiwhaka aro Tēnei mea te tipu. I a te tangata e whakawhana ke ana, me pērā ki te tipu o te rākau. E tipu, e tipu ahakoa ngā taiepa e tata ana.</p> <p>Years 2 - 3: Tarata A - Te Whare o Te Atua</p> <p>Self awareness reflecting on our strengths and weaknesses helps us to grow</p>	<p>Self-portraits Tōku Mata</p> <p>Use a 'magic mirror' for your class to draw a self-portrait. This encourages physical self-awareness, but can also be used to help children to identify some of the personal skills that they are building. They could use a photo from home taken while doing something they enjoy or after they have achieved something special i.e winning player of the day at sports, doing a starfish in the pool, winning a race</p> <p>Whakamahia tētahi mira whakamīharo hei kitenga mā ngā tauira, hei tāngia he pikitia o ō rātou anō mata. Hei akiakinga tēnei i te mōhio ki tōna anō tinana, he āwhina anō hoki ki te tohutanga a ngā tamariki i ā rātou whakapikinga pūkenga. Hei whakaaro, tērā pea e hiahia ana rātou ki te kawea mai he whakaahua mai i te kāinga e whakaatu ana i a rātou e harikoa, ēkene pea e whakaatu ana i a rātou i tētahi wā kātahi anō ka whakatutuki i tētahi mea mīharo. Hei tauira, he wā i tohungia ki te kaitākaro o te rā i te rangi hākinakina; he wā e hanga pērā ana i te pātangaroa ki roto i te hōpua kaukau; he wā i wikitōria i tētahi omanga tere.</p> <p>Talk about: Hei kaupapa kōrero: What do you most like about being you? What would you most like to change? How are you different from your friend/brother/sister? What makes you special? How are you different from the way you were a year ago? What has changed the most?</p> <p>Display these in the classroom and you could repeat the lesson the following term. What has changed?</p> <p>He aha ki a koe te mea pai katoa e pā ana ki a koe? He aha hei tīnihanga? He aha ōu ahureinga e rerekē ai koe i ōu hoa, whanaunga, a wai atu rānei? He aha i mīharo ai koe? He aha i rerekē ai koe ināianei i tērā tau? He aha ngā mea kua kaha tīnihia?</p> <p>Whakairia ngā hua ki roto i te akomanga. Kei a koe mēnā ka hoki atu ki te mahi i tēnei mahi anō ā tērā wāhanga. He aha kua tīnihia?</p>
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<p>Tau 2 - 3: Tarata E - Ngā Uru Tarata o Huatau</p> <p>Te Whaiwhaka aro</p> <p>Tēnei mea te tipu. I a te tangata e whakawhana ke ana, me pērā ki te tipu o te rākau. E tipu, e tipu ahakoa ngā taiepa e tata ana.</p>	<p>Friend for sale Hokona Hei Hoa</p> <p>Use the following prompt to write an advertisement to sell yourself as a friend. (If you think this may be too difficult for some students you could choose a character from a well known story)</p> <p>Mā ngā kōrero e whai ake nei koe e āwhina ki te tuhi pānui hokohoko hei tuku i a koe kia hokona hei hoa. (Mēnā e āwangawanga ana koe kei uaua tēnei mahi mā ētahi taurira, tīkina atu he tangata mai i tētahi pūrākau rongonui.)</p> <p>Have you ever seen a product that you thought was going to be really cool, but then were disappointed when you used it? Have you ever been to the grocery store and bought a food item that you thought was going to be really good because of the way it was packaged, but once you opened the package, you thought it was gross? Have you ever seen a commercial for a medication that promises to make your life better, but at the end lists a tonne of side effects?</p> <p>Kua kitea e koe he mea hoko, ka pōhēhē ake he mea whakahirahira, heoi anō, ka kino te whakatau i tāu whakamahinga? Kua hokona e koe he kai i te hokomaha, ka pōhēhē ka reka te kai nā te pai o te tākai, heoi anō, ka huakina tākai, ka hua ko ngā whakaaro ki te kino o te kai? Kua kitea e koe he pānui hokohoko mō tētahi rongoā e mea ana ka taea te whakapai i a koe, heoi anō, ka kitea te nui o ngā hua kino hoki ka puta.</p>
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<p>Tau 2 - 3: Tarata E - Ngā Uru Tarata o Huatau</p> <p>Ko Au Me he rākau tarata. Kei a koe te mana, ko ētahi kōwhiringa ka whai hua kino, ko ētahi ka whai hua pai.</p> <p>Years 2 - 3: Tarata E - Ngā Uru Tarata o Huatau</p> <p>Knowing who we are is important like the Tarata tree we need to make decisions in life, some will crush us and some will help us learn and grow</p>	<p>Today I Choose.... Hei Kōwhiritanga Māku i tēnei Rangi</p> <p>Everything we do in life is a choice. Every choice has a consequence. The consequence can be positive or negative. Young people often find it more difficult to think about the ramifications of their decisions. The pressures and uncertainties during times of trouble can lead to poor choices. This activity focuses on the importance of thinking through and planning to help promote healthy decision making.</p> <p>Katoa ngā mea i ō tātou ao ake ka hua i ā tātou kōwhiringa. Hei hua ka puta i ia kōwhiringa. He hua pai, he hua kino. Mō te hunga taioha, me uaua ka whaiwhakaaro, ka marama ki ngā hua kino kei puta pea i ā rātou kōwhiringa. He wā anō i ngā wā uaua, i ngā wā e āwangawanga ana ka tere, ka āhua kino hoki te kōwhiri. Ko tā tēnei mahi he aro ki te nui o te whai whakaaro, o te mahi whakariterite e hua ai ngā kōwhiringa pai.</p> <p>Materials Ngā Rauemi</p> <ul style="list-style-type: none"> • The prompt: My Life is a Choice • Pencils or pens - Te tuhinga whāngai kupu: Māku āku kōwhiringa i tōku ao - He pene rākau, he pene rānei <p>Prompt Te Tuhinga Whāngai Kupu</p> <p>My Life is a Choice Māku Āku Kōwhiringa i tōku Ao</p> <p>Nearly everything you do in life is a choice. You choose to wake up, take a shower, eat breakfast, brush your hair, get dressed, eat, exercise, raise your hand in class, treat your family and friends a certain way and so on. You make thousands of choices every day! Write down all the choices you have made already today ... starting with the choice to get out of bed!</p> <p>Katoa ngā āhuatanga i tō ao i hua i ngā kōwhiringa. Kei a koe te kōwhiringa ki te oho i te ata, ki te uwihuihi, ki te kai parakuihi, ki te waku i ōu makawe, ki te whakamau kākahu, ki te kai, ki te whakapakari tinana, ki te whakatū i tō ringa i te akomanga, ki te tuku aroha ki tō whānau, ki ō hoa. E hia kē nei ngā kōwhiringa ka whakataungia e koa ia rangi. Tuhia ngā kōwhiringa katoa kua whakataungia e koe i tēnei rangi... tīmata ki tō kōwhiri ki te maranga i tō moenga!</p> <ol style="list-style-type: none"> 1. Explain to your class that they will be focusing on choices. Ask for some examples of the many choices they make every day. 2. Talk about these examples and point out that good choices are often harder to make but usually lead to better results. 3. Talk to participants about how empowering themselves means to know that most everything they do in life is their choice. 4. Share the prompt My Life is a choice and have them list all the choices they make each day
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<p>Tau 3 - 4: Hue A - Te Manurewa o Tamapahore</p> <p>Te Murunga Hara he uaua te tuku mihi whakapāhā</p> <p>Years 3 - 4: Hue A - Te Manurewa o Tamapahore</p> <p>Forgiveness is at the heart of this story saying sorry can be hard</p>	<p>Forgiveness Chain</p> <p>Te Murunga Hara</p> <p>For this activity you will need some strips of paper in two colours</p> <p>When thinking about being sorry, we first have to think about what we have done that was wrong. For example, we hurt others when we are rude, or mean, or do not share.</p> <p>Take a strip of paper and write something that you have done wrong that has spoilt your relationship with others. When we do the wrong thing it becomes difficult to be friends and to work with others.</p> <p>Take some time to think about what you could have done differently and write this on the other coloured paper.</p> <p>Loop the two pieces of paper through each other to create a chain. Discuss your idea with your friend and then add their chains to yours. Display around your classroom to use when you are faced with the same choices.</p> <p>Whakaritea ētahi ngaku pepa, kia rua ngā tae rerekē.</p> <p>I a tātou e whakaaro anō ki ngā wā e noho kōrehu ana tātou, me mātua whai whakaaro ki te take i hē ai. Hei tauira, ka pāmamae te tangata mēnā tātou ka kino atu ki a ia, ki te kore tuari pea. Tikina he ngaku pepa, tuhia tētahi hara āu i whakakawa i tō whakahoahoa ki tētahi atu. Ka hara tātou ka uaua te hoho atu ki tāngata kē.</p> <p>Whai wā ki te whakaaro ake, ki te tuhia ki tō pepa ngā mea ka mahia kia rerekē e ora ai tō piri tonu ki tērā hoa.</p> <p>Whakaritea tētahi ngaku pepa hei koromeke, arā, whakahonoa atu tētahi ngaku pepa e hua ai he mekameka. Wānangahia tō whakaaro ki tētahi hoa, kātahi, whakahonoa tā rātou mekameka ki tāu. Whakairia ki tō akomanga hei kitenga i ngā wā e hāngai ana ki ā koutou kōwhiringa o te wā.</p>
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<p>Hue A - Te Manurewa o Tamapahore</p> <p>Te Murunga Hara he uaua te tuku mihi whakapāhā</p> <p>Years 3 - 4: Hue A - Te Manurewa o Tamapahore</p> <p>Forgiveness is at the heart of this story saying sorry can be hard</p>	<p>Game: “Hot Feeling” (like Hot Potato) Kēmu: “Te Manawawera” (pērā te kēmu Rīwai Wera)</p> <p>What are some of the things your body feels when you feel angry or frustrated? One thing is that you might get really hot. I call those feelings “hot feelings” because sometimes your face can get red, you might feel a burning feeling in your stomach, and you might even feel like a volcano full of hot lava! When you touch something hot, do you want to hold onto it? No! You want to let it go as quickly as you can.</p> <p>Ka hōhā, ka riri koe, he aha ētahi āhuatanga ā-tinana ka puta i a koe? Tērā pea ka tino wera a roto. He hua o te manawawera tērā. Ka whero tō mata, ka wera a roto me he maunga koe e kī ana ki te rangitoto! Ki te pā atu koe ki tētahi mea wera, ko tāu he hiahia ki te mau i taua mea wera? Ehē! E pirangi ana kia wawe te whakarere.</p> <ul style="list-style-type: none"> • In this game, the ball is a “hot feeling.” Pass it around the circle while the music plays, letting it go as quickly as you can. • When the music stops, whoever is holding the hot feeling has to keep holding it until the rest of the group says, “We’re sorry.” • The person holding the ball puts it down and says, “That’s okay.” • Then that person is out, and the game continues until only one player is left. <ul style="list-style-type: none"> - I tēnei kēmu, he “manawawera” te pōro. Whiua ki tērā tangata, ki tērā tangata e tū ana i te porowhita i te wā e waiata ana ngā waiata. - Ka tū te waiata, ka pupuritia e tētahi, ā, ko tā te toenga o te rōpū he whakapāhā atu i ngā momo rerenga pēnei nā, “Aroha mai. Nā mātou i hē ai. Nō mātou te hē.” - Ko te tangata e mau ana i te pōro, ka purua ki raro, ka mea atu ki te rōpū, “Kei te pai.” - Kua puta tērā tangata ki waho i te porowhita, noho ai. Ka haere tonu te kēmu tae noa kia kotahi te tangata e toe ana.
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