Ngā Whāinga: Te Whai Moemoeā, Te Whai Wawata
Piki Atu ki te Rangi (Seeking our Dreams and Aspirations)

Ngā Whāinga

Ka taea e te tauira:

1. Te whakamārama i ngā wāhanga o tōna anō whakatipu me ngā rauemi hei hāpaingia, waihoki, te whakaatu i te tipu o tana aro ki te tiaki i a ia anō
2. Te tohu i āna pūkenga hei mārama ki tōna pāinga

Achievement Objectives

Students will:

1. Describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care
2. Identify personal strengths that contribute to a sense of self-worth

Ngā Whāinga Akoranga

He momo whāinga i tēnei wāhanga mahi:

1. Te whakapakari i ngā pūkenga kia whakarite whāinga i tōna ao mātauranga, i te ao o te kāinga hoki
2. Te whakarite mahere kia puāwai ai āna whāinga
3. Te akiaki tauira ki te whai pou hei kaiārahi pai
4. Te akiaki tauira kia tū ko ia anō hei momo pou ki ētahi atu

Learning Intentions

Possible learning intentions for this unit of work are to:

1. Develop the skills needed to set goals in their learning and personal lives
2. Provide a framework to achieve their goals
3. Encourage students to look for positive role models
4. Encourage students to become positive role models for others

Pou Tarāwaho: Kāhu Pōkere

Kāhu Pōkere Mātauranga Framework

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.

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.

1. Tau / Year 1 - 2 Whāriki A, E, I
2. Tau / Year 2 - 3 Tarata A, E, I
3. Tau / Year 3 - 4 Hue A, E, I
4. Tau / Year 4 - 5 Tōtara A, E, I
5. Tau / Year 5 - 6 Maunga A, E, I
6. Tau / Year 6 - 7 Whetū A, E, I
7. Tau / Year 7 - 8 Marama A, E, I

Text **Tuhinga**	**Tasks and Activities** **Hei Mahi**
Tau 1 - 2: Whāriki A - **Uenuku** **Te Tuhi Whāinga** - E rua ngā whetū, kotahi te tawara: Te tūāpapa o te whakarite whāinga Years 1 - 2: Whāriki A - **Uenuku** **Goal Setting-** Two stars and a wish: establishing the basics of goal setting	1. Wānangahia tēnei mea te whakarite whāinga kia whakapakari pūkenga ai i tēnei mahi, ā, kia mārama ai te hua o tēnei ki tēnā, ki tēnā 2. Whāngaihia tēnei tikanga hei tirohanga mō ngā tauira. E rua ngā whetū, kotahi te matawara. Mēnā kua whai niho te tangata i tētahi mahi, ka whakairia taua whakatutukitanga ki te rangi hei whetū. Mēnā kāore anō kia whai niho, kāore anō e matatau ana ki tētahi mahi, e mea ana koinei te matawara. He whāinga ā-takitini pea, he whāinga ā-takitahi rānei pea. Hei tauira, ka pai taku pekepeke, ka pai taku hītoki i tētahi waewae ki tētahi anō hoki, heoi anō, ko taku whāinga ko te hītoki i tētahi waewae kia pau rā anō te kotahi miniti, ki te whakawhiti pai i ngā kōti rānei. 3. Arahina, tautokona ngā tamariki i tā koutou whakatakoto i ngā whāinga whāiti. Mā te tutuki i ngā whāinga whāiti e puāwai ai te whāinga matua. Arā te whakataukī, ko te pae tawhiti whāia kia tata, ko te pae tata whakamaua kia tīna. a. Ka tuhia te wā o taku hītoki e mōhio ai au te roa b. Ka rangahaua ngā rautaki hei whakapakari i tōku waewae/pona [whakamahere] c. I te wā tākaro, i mua i te kura hoki ka hītoki i te roanga o te papa tākaro [whakaharatau] d. Ka hoki atu ki te hopu i te wā ā te rua wiki 1. Discuss the concept of setting a goal to help you to get better at a task and why this is important for everyone. 2. Introduce the idea of a goal being two stars and a wish where the stars are things that they are already good at and the wish is their goal. This could be an individual goal or a class goal i.e I am really good at jumping and I can hop from one foot to another but I'd really like to be able to hop on one foot for one minute or across the courts without stopping. 3. Work with the children to identify the steps they will need to take to achieve their goal i.e a. I will time myself to see how long I can hop on one foot b. I will explore ways to strengthen my foot/ankle [plan]. e. I will hop across the playground at playtime and before school [practice]. f. I will time myself in two weeks.

Tau 1 - 2: Whāriki A - **Uenuku** **Te Tuhi Whāinga** - E rua ngā whetū, kotahi te tawara: Te tūāpapa o te whakarite whāinga Years 1 - 2: Whāriki A - **Uenuku** **Goal Setting-** Two stars and a wish: establishing the basics of goal setting	1. .Hei hāpai i te whakarite whāinga akoranga, whakamahia te tikanga nei o ngā whetū e rua me te tawara kotahi 2. Whāngaihia tēnei tikanga hei tirohanga mō ngā tauira. E rua ngā whetū, kotahi te matawara. Mēnā kua whai pūkenga te tangata i tētahi mahi, ka iria ki te rangi hei whetū. Mēnā kāore anō kia whai pūkenga, kāore anō e matatau ana ki tētahi mahi, e mea ana koinei te matawara. He whāinga ā-takitini pea, he whāinga ā-takitahi rānei pea. Hei tauira, ko te pūkenga ka whāia e au hei pūkenga mōku ko te mōhio ki ngā tae o te kōpere i te reo Māori, ā, kia tika hoki te whakahua. Hei tauira mō te whai whāinga ā-takitini, ka mutu ngā mahi, ka whakapaipai i te akomanga. 3. Arahina, tautokona ngā tamariki i tā koutou whakatakoto i ngā whāinga whāiti. Mā te tutuki i ngā whāinga whāiti e puāwai ai te whāinga matua. 1. Use the concept of two stars and a wish to set a learning goal 2. Introduce the idea of a goal being two stars and a wish where the stars are things that they are already good at and the wish is their goal. This could be an individual goal or a class goal i.e I want to learn the colour words in te reo Maori and say them clearly or We want to keep our class tidy when we finish our work 3. Work with the children to identify the steps they will need to take to achieve their goal i.e a. I will get a list of colours (from my teacher or from a book) this week. I tēnei wiki ka tuhia he rārangi kupu o ngā tae (mai i tōku kaiako, i tētahi pukapuka rānei) b. I will learn three colours each week. [Set goals and plan] Ia wiki ka akona kia toru ngā kupu tae. [Whakarite whāinga me tētahi mahere] c. I will label things at home with the colours they are. [Use imagery] Ka tuhi i ngā tae ki ētahi pinetohu. Ka whakairia ēnei tohu ki ngā taonga i te kāinga. d. I will practise saying the names of the colours on the way to school. [Practise] Ka whakaharatau i ngā kupu tae i tāku haere ki te kura. [Whakaharatau] e. I will count how many colour words I know in four weeks. Ka tatauria ngā kupu tae e mōhio nei au ā te whā wiki

Tau 1 - 2: Whāriki E - **Kaiwhare** **He Pikitia** - Whakaarohia, moemoeātia kia kitea e koe tāu whāinga e māmā ai pea te whai i āu whāinga Years 1 - 2 : Whāriki E - **Kaiwhare** **Use Imagery** Visualising your goals coming true can help to make them easier to achieve.	**Hei Anamata** Tuhia he reta ki a koe me ko koe hei te anamata. Ko tāu he tuhi kupu whakamārama kia pēhea rā te whakatutuki i tāu wawata. Kaua e wareware ki te whakauru kōrero akiaki, ki te āta ārahi hoki i ngā wero i te ara whai whāinga nei. **Future me** Take some time to write a special letter to yourself from the future, telling yourself how to work on your goal. Don't forget to use words of encouragement and offer advice for the challenges you might have.

Tau 1 - 2: Whāriki E - **Kaiwhare** **He Pikitia** - Whakaarohia, moemoeātia kia kitea e koe tāu whāinga e māmā ai pea te whai i āu whāinga Years 1 - 2 : Whāriki E - **Kaiwhare** **Use Imagery** Visualising your goals coming true can help to make them easier to achieve.	**I can change the way I feel** Help your class to identify a 'toolkit' of things that they are going to do to keep up their confidence when working towards their goals. They can then use this list to check off each achievement. The aim is also to help children to see that the skills and qualities they already have from other areas of life (such as perseverance and practice) can be put to good use when they are setting their goals. Tautokona āu tauira i tēnei mahi. Mā koutou e whai whakaaro ki ētahi rauemi hei hiki pai i te wairua o te tangata i tana whai i āna whāinga. Tuhia ēnei rauemi ki tētahi pepa. Mā ngā tauira e whai i tēnei tuhinga i tā rātou hāpai i ia te whāinga whāiti. Hei hua i tēnei mahi ko te whakauru a ngā tauira i ā rātou pūkenga nō mua rā ki tēnei mahi, te whakarite whāinga. A possible list might be: Anei tētahi momo rārangi: ● I will reward myself when I have done well. ● Ka pai taku mahi, ka whai koha māku anō ● I will take care of myself by doing something relaxing every day. ● Hei āta tiaki i ahau anō, ia rā ka whai wā ki te whakatā ● I will practice my new skill/learning every day. ● Ia rā, ia rā ka whakaharatau i taku akoranga hou, i taku pūkenga hou rānei ● I will learn one new skill every week until I have met my goal. ● Ia wiki ka akona e au tētahi pūkenga hou hei āpiti ki te whakatutukitanga o te whāinga matua ● I will tell my teacher if I don't understand something. ● Ka whakamōhio i taku kaiako mēnā rānei kāore au i te mārama ● I will talk to my mum or dad about my worries. ● Mēnā he āwangawanga āku ka wānangahia e mātou ko ōku mātua ● I will find a friend who can help me. ● Ka whai hoa tautoko au

Tau 1 - 2 : Whāriki I - **Kāeaea** **He Pou** E mōhio ana te kāeaea mō tana kaha me ana pūkenga tiaki Years 1 - 2 : Whāriki I - **Kāeaea** **Role Models** Kāeaea is a symbol of protection and strength	**He Pou** Ka kitea whānuitia te aro a te kōtiro ki te wahine hei momo pou mōna, me te tamatāne ki te tāne hei pou. Ka aro te tamaiti ki te kawe a tēnei pou i a ia anō i āna mahi, āna aro, āna maha. Ko tētahi take nui ko te whai pou tika hei ārahi i te tangata ki te anamata, ka mutu, he uaua mā te tangata te whai pou ko tana āhua e hāngai ana tōna. He mea nui te whai pou e mārama kehokeho ana ki te whanaungatanga, ngā haipapa a te tangata me tana ū ki ērā mahi, te hauora o te tangata, te whai mātauranga, te mahi tahi i te hapori. Ko tētahi hua o te whai pou ko tana tautoko i a te tangata e tūtaki ana i ngā take nui i a ia e puāwai ana. Mā tēnei mahi e akiaki i te tauira ki te kimi pou pai mōna, tētahi e hāngai ana ki a ia anō. **Ngā Rauemi** He pepa iti, he pene rākau, he pene rānei 1. Hei tīmatanga, wānangahia ko wai mā ngā pou pai i tō tātou hapori. Wānangahia ngā uara o ēnei momo pou. Whakamārama atu ki ngā tauira, ehara i te mea me rongonui te tangata e kiia he pou ārahi, ehara hoki i te mea me mātanga ki āna mahi. Me tū hāngai te pou, tū tōtika, me mōhio ki te manaaki, me mahi i ngā mahi, me pono. 2. Uia ngā tauira, ko wai tētahi pakeke kua tū hei pou ārahi mō rātou, ā, kua kaha akiaki i a rātou? 3. Hoatu he pepa iti ki ia tamaiti 4. Tuhia ngā painga o ō rātou pou i te pepa. Akiakina ngā tamariki kia nui, kia ahurei, kia auaha ō rātou whakaaro 5. Ka mutu te katoa, me whai wā ki te kōrero, ki te tuari i te pou ārahi o tēnā tamaiti, o tēnā tamaiti ki te rōpū. 6. Wānangahia te hāngai o ēnei whakaaro i tātou anō, me te kawe i a tātou anō e ai ki ēnei uara i te akomanga, i te papa tākaro, i whea atu rānei **Role Models** Girls often identify with other females as role models and copy behaviours, dress, interests and hobbies. Boys do the same with other males. They often have difficulty finding and relating to appropriate role models who can help them face the future with a positive, healthy outlook. Furthermore, it can be difficult for them to find role models from diverse backgrounds to whom they can relate. Everyone needs healthy role models who place importance on friendship, responsibility, decision making, sports, academics, and community service. Positive role models can help everyone deal with the many complex issues and decisions that are an intrinsic part of growing up. This activity encourages participants to explore appropriate role models, with whom they can identify. **Materials** Sticky notes, Pencils or pens 1. Begin with a discussion of the many positive role models in our society. Discuss characteristics of appropriate role models and explain that positive role models do not need to be famous or extremely successful or fit a particular stereotype. Role models need to be strong people who are responsible,

Tau 1 - 2 : Whāriki I - **Kāeaea** **He Pou** E mōhio ana te kāeaea mō tana kaha me ana pūkenga tiaki Years 1 - 2 : Whāriki I - **Kāeaea** **Role Models** Kāeaea is a symbol of protection and strength	1. Think of someone in your community who you think is a good role model or someone who you would like to be like when you grow up. Whai whakaaro ki tētehi pou ārahi pai i tōu hapori. Ēkene pea ko tāu e pirangi ana ki pērā hoki tō tū ki tērā a te pou nei. 2. List 5 things that make them a role model. Tuhia kia rima ngā rerenga mō taua pou ārahi 3. Research this person, or if you know them, ask them questions to find out how or why they have become successful or what choices they had to make growing up. Rangahaua taua tangata. Mēnā e mōhio ana koe ki a ia, uia ētahi pātai ki a ia e hua ai ētahi kōrero pēnei pea, he aha i angitu ai koe? He aha ētahi kōwhiringa āu i a koe e rangatahi ana, e pakeke haere ana rānei pea? 4. Discuss the things that you may have to do or learn to be successful like your role model. Wānangahia ētahi mahi me mahi koe, me ako koe e angitu pērā i tō pou ārahi.

Tau 2 - 3 : Tarata A - **Te Whare o te Atua** **Te Whai Whāinga** Mā te arotake e kitea ai ngā painga me ngā ngoikoretanga, ā, ka hua ko ētahi pūkenga ki te koke whakamua Years 2 - 3: Tarata A - **Te Whare o Te Atua** **Goal Setting** By reflecting we can identify a strength, a weakness and how to move ahead	**Simple Goal Setting** **Te Whakarite Whāinga** You will find a sample work-sheet attached or you can use your own format. This simple worksheet can be used with younger or older students to help them figure out the basics of setting and working towards their goals. He pepa hei mahi hei tautoko i tēnei mahi, māu e whakarite i tāu anō mahi rānei. Mā ngā tēina tēnei mahi. Ki te whai wāhi ngā tuākana ki ēnei mahi, ko tā rātou he āwhina i ngā tēina i ngā āhuatanga matua o te whakarite whāinga, me te whakamahere kia pēhea te whakatutuki. The worksheet provides space for students to answer the following prompts: He wāhi i te pepa hei mahi ki te whakamutu i ēnei tīmatanga rerenga: ● My goal is… Ko tāku whāinga he... ● Goal Completion Date: Ka whakatutungia tāku whāinga hei te rangi… ● Steps to Reaching My Goal: (space for 4) Koianei ngā whāinga whāiti e ora ai tāku whāinga matua: (E whā ngā rārangi) ● Two Things That Will Help Me Reach My Goal: (space for 2) Koianei ngā mea e rua hei tautoko i tāku whakatutuki i tāku whāinga: (E rua ngā rārangi) ● I Will Know I Have Reached My Goal Because: Anei ngā tohu ka tohua tāku whakatutuki i tāku whāinga:

Tau 2 - 3 : Tarata A - **Te Whare o te Atua** **Te Whai Whāinga** Mā te arotake e kitea ai ngā painga me ngā ngoikoretanga, ā, ka hua ko ētahi pūkenga ki te koke whakamua Years 2 - 3: Tarata A - **Te Whare o Te Atua** **Goal Setting** By reflecting we can identify a strength, a weakness and how to move ahead	**Planning for 'failure'** Working through this activity will help students start thinking about what goal setting is as well as what direction they'd like to go with their goals. It will also provide them with ideas to support them if their plan is not successful. As we know things don't always run smoothly when we try to make changes. Mā tēnei mahi ngā tauira e whai whakaaro ai ki tēnei mahi te whakarite whāinga, ki te ara hei hīkoinga mō rātou i tā rātou whai i aua whāinga ā rātou. Ehara i te mea he ara tōtika. He kai hoki mā rātou mēnā ka kōtiti tā rātou haere, ki te hinga rānei. 1. I am good at… Kei ahau ngā pūkenga… 2. I am bad at… Kāore anō āku pūkenga… 3. What I will improve? He aha hei whakapikinga pūkenga māku? 4. How will I make these improvements? Me pēhea tāku whakapiki pūkenga? 5. If my plan doesn't work, what will I do? Ki te huakore āku whakaritenga, ka aha au?

Tau 2 - 3: Tarata E - **Ngā Uru Tarata o Huatau** **Te Whaiwhakaaro** Tēnei mea te tipu. I a te tangata e whakawhanake ana, me pērā ki te tipu o te rākau. E tipu, e tipu ahakoa ngā taiepa e tata ana. Years 2 - 3: Tarata E - **Ngā Uru Tarata o Huatau** **Reflection** As we grow we often meet obstacles, like a tree we need to change direction and continue to change and grow.	**Take the time to reflect and evaluate.** **Whai wā ki te aro arotake i ngā mahi kua mahia.** Discuss with your class what it means to reflect upon our goals. Talk about the need to be honest with ourselves about the progress we have or have not made. Wānangahia tēnei mea te aro whakamua ki ā tātou whāinga. Hei kaupapa kōrero, wānangahia te hua nui o te ū ki te pono i a tātou e aro ana ki ngā hua kua puta, kāore anō kia puta rānei. Here are some simple reflection steps to consider Anei ētahi momo pātai hei whakaarohanga: 1. What is my current level of performance? (How is it going?) Kei te pēhea taku haere i tēnei o ngā wā? 2. What is my evidence? (How do I know?) He aha hei whakaaturanga i taku haere? 3. What can be done to improve or what can I do to continue my success? Mā te aha taku kawe tonu i tēnei haere, te whakawhanake rānei? 4. When will I take this action? Āhea kōkiritia ai ēnei mahi? Encourage students to use the answers to these questions to make changes to their goal setting sheets. Akiakina ngā tauira ki te whakautu i aua pātai hei āpiti kōrero anō ki ā rātou pepa whakarite whāinga

Tau 2 - 3: Tarata E - **Ngā Uru Tarata o Huatau** **Te Whaiwhakaaro** Tēnei mea te tipu. I a te tangata e whakawhanake ana, me pērā ki te tipu o te rākau. E tipu, e tipu ahakoa ngā taiepa e tata ana. Years 2 - 3: Tarata E - **Ngā Uru Tarata o Huatau** **Reflection** As we grow we often meet obstacles, like a tree we need to change direction and continue to change and grow.	**Goal setting reflection rubric.** Te Mahere Aro Whakamua ki te Whakaritenga Whāinga We know that our goals will only be achieved if we truly try. Encourage students to consider and rate their efforts using the following key. Mā te ngana, mā te mahi i ngā mahi ā tātou whāinga e whai hua ai. Akiakina ngā tauira ki te whakaaro ake ki tō rātou ū ki te kaupapa mā tēnei kī. **Student Goal Setting Reflection: Strategies** Tā te Tauira Whaiwhakaaro ki te Whakarite Whāinga: He Rautaki ● I thought a lot about how I could reach my goal, and then I tried a few things and thought about why they might work. Ka whakaaro ake au ki tāku whāinga. Ka whakamātauria ētahi mea. Ko te pātai, tērā pea mā tēnei mahi whakamātau e hua ai te aha? ● I thought about how I could reach my goal, and then tried a few things. Ka whakaaro ake, kia pēhea taku whakamau i taku whāinga, ā, ka whakamātauria ētahi mea. ● I just did it… And then I thought about how I did it. Ka mahia… kātahi au ka whakaaro ki te āhua o te mahi i mahia e au. ● I just did it without really thinking about it, you know? I mahia noatia, kāore i tino whai whakaaro i mua i te mahi. ● **Student Goal Setting Reflection: Effort** **Tā te Tauira Whaiwhakaaro ki te Whakarite Whāinga: Te Ū ki te Kaupapa** ● I tried a lot. It was actually hard work, but I found a reason to keep going, or I found a way to make it fun! I whakaputa kaha. He uaua te mahi, heoi anō, i roto i ahau te hiahia, i aro ki te pārekareka o te mahi hoki, koirā au i haere tonu ai. ● I tried a lot. It was actually hard work. I whakaputa kaha. He uaua. ● I tried, I guess. I ngana, ahakoa kāore i pērā rawa te nui. ● Oops. I didn't really try. Auē, kāore au i kaha whakaputa ngoi.

Tau 2 - 3: Tarata I - **Waiohua** **He Pou** He mana nui tō te whānau. Mā te whakapapa e ora ai te tangata. Mā ngā wā o mua ka ora ngā wā o muri. Years 2 - 3: Tarata I - **Waiohua** **Role Models** Often our whanau are the strongest influences in our lives, reflecting on the past can make our future clearer	Encourage your class to think about what they would like to do when they grow up. Akiakina āu tauira ki te whaiwhakaaro ki tā rātou hiahia hei te wā ka pakeke ake rātou. **Discuss** **Wānanga** Why do you think that this would be a good job for you? Do you know anyone who has this job? What questions would you like to ask someone who has your dream job? He aha e pai ai tēnei hei mahi māu? E mōhio ana koe ki tētahi e mahi ana i tēnei mahi? He aha ētahi pātai hei uinga atu ki te tangata e mahi ana i tāu tino mahi nei? For those who are undecided get them to make a list of things they enjoy doing or that they are good at. They can group these skills together and see if they can create a job which no one else has thought of. Mō te hunga kāore anō i te mōhio, tukuna rātou kia tuhia he rārangi o ngā mea e pārekareka ana ki a rātou, ēkene pea he pūkenga ā rātou i ēnei ēnei mahi. Tirohia mēnā, ki te whakakotahi i ngā pūkenga kua tuhia, ka kitea he tūranga mahi ka whakatūria, ā, he tūranga hou kāore anō kia kitea.

Tau 2 - 3: Tarata I - **Waiohua** **He Pou** He mana nui tō te whānau. Mā te whakapapa e ora ai te tangata. Mā ngā wā o mua ka ora ngā wā o muri. Years 2 - 3: Tarata I - **Waiohua** **Role Models** Often our whanau are the strongest influences in our lives, reflecting on the past can make our future clearer	Ask students to look at their whanau and the choices which each generation has made particularly around work and careers. Are there any clear similarities? Have they made the same choices? Tukuna ngā tauira kia aro ki tō rātou whānau, ngā kōwhiringa a tēnā reanga, ā tēnā i te ao mahi. He momo ritenga i ērā mahi, he āhua ōrite ā rātou momo mahi? Kua ōrite ā rātou kōwhiringa? Interview your parents, grandparents, Aunts and Uncles. Ask them the following questions Uiuitia tō whānau, ōu mātua, ōu kaumātua, ko wai atu. Uia ēnei nā pātai. When you were younger, what did you want to be when you grew up? What job did you end up doing? What was it that made you choose that job? If their job was different ask: What made you change your mind? I a koe e rangatahi ana, i whakaaro ake koe ki te pakeke ake he aha hei mahi māu? He aha i whakatauria hei mahi māu? He aha i kōwhiri ai koe i taua mahi? Mēnā kāore kua i whai i taua mahi, he aha i tīni ai tō whakatau? Discuss whether the jobs that their whānau have chosen have any influence on the choice that they will make in the future. Why? Why not? Wānangahia mēnā rānei te momo mahi ka mahia e tōna whānau ka whakaaweawe i te kōwhiringa mahi a te tauira ā tōna wā?

Tau 3 - 4: Hue A - **Te Manurewa o Tamapahore** **Whāia te iti kahurangi hei oranga mō te iwi** Ko ētahi whāinga kei te pae tata, ko ētahi kei te pae tawhiti. Ko ētahi he iti, ko ētahi he nui. Years 3 - 4: Hue A - **Te Manurewa o Tamapahore** **To contribute to your community you need to have big goals** Goals come in all shapes and sizes, some are easy and some will take a long time to achieve	On the board, write the following: "Eat a good meal. Concentrate on math homework. Pass tests. Graduate high school. Study for math tests. Pass classes." Tuhia ki te papamā: "Kainga he kai pai. Aro atu ki te mahi kāinga pāngarau. Kia whakatutuki whakamātautau. Kia whakapōtae i te kura tuarua. Āta rangahau hei whakarite mō ngā whakamātautau pāngarau Kia whakatutuki akoranga. Explain to students that the goal is to graduate from high school. Challenge students to order the events so that this goal can be achieved. Ask students to suggest an order. Summarise the process: Whakamārama atu ki ngā tauira ko te whāinga ki te whakapōtae i te kura tuarua. Werongia ngā tamariki ki te whakaraupapa i ngā whāinga whāiti nei e hua ai te whāinga matua. Pātai atu ki ngā tauira ki ō rātou whakaaro. Whakarāpopotongia te huarahi ka hīkoia. • You had to eat a good meal in order to concentrate on your homework and study for your tests effectively. These are examples of short-term goals. • By studying effectively, you were able to pass your tests and therefore pass your classes. These are examples of medium-range goals. • Achieving those short-term goals and medium-range goals allowed you to graduate. That is a long-term goal. I kainga e koe ngā kai pai hei oranga hinengaro e āta aro ai, e whakarite tika ai mā te rangahau i ngā whakamātautau. Nā te rangahau tika, i whakatutuki i ngā ō whakamātautau, nō reira i whakatutukingia ō akoranga. Koinei he tauira o ngā whāinga i te taumata waenganui. Nā te whakatutuki i aua whāinga whāiti, i aua whāinga o waenganui hoki koe i whakapōtaetia. Koirā te whāinga matua. **Examine stepping-stone goals.** **Te Tiro ki ngā Whāinga Whāiti.** Explain that the things you have to do now or soon in order to accomplish your goals are stepping-stone goals. Explain stepping-stone goals as the following: Whakamārama atu te tikanga o ngā whāinga whāiti, arā, he mea kia whakatutukingia ināianei, ākuanei rānei hei hāpai i te whāinga matua. Kia pēnei pea te whakamārama i ngā whāinga whāiti: • Short-term goals are things that you want to achieve in a short time frame—an hour from now, today, or as far as a month away. Short-term goals can also be things you have to do along the way to reach your medium-range or long-term goals. • Medium-range goals are things that you want to achieve that will take more time, between a month or so and a year. Medium-range goals can be achieved on the way to reaching long-term goals. • Long-term goals are things that you want to achieve in the future, whether you hope to accomplish them a few years from now or when

Tau 3 - 4: Hue A - **Te Manurewa o Tamapahore** **Whāia te iti kahurangi hei oranga mō te iwi** Ko ētahi whāinga kei te pae tata, ko ētahi kei te pae tawhiti. Ko ētahi he iti, ko ētahi he nui. Years 3 - 4: Hue A - **Te Manurewa o Tamapahore** **To contribute to your community you need to have big goals** Goals come in all shapes and sizes, some are easy and some will take a long time to achieve	Have the class set stepping-stone goals for themselves, either as a class or individually. Tukuna ngā tauira kia whakaritea ētahi whāinga whāiti mā rātou anō. He mahi takitahi, he mahi ā-rōpū pea. They may be able to choose one of the goals that they identified in the previous lesson. Allow students to choose a realistic goal for themselves. Kei a rātou mēnā ka whakamahia he whāinga nō ngā akoranga o mua. Mā ngā tauira e tohu i tētahi whāinga ka taea te tutuki. Looking at the long term goals, ask the students to identify the stepping stone goals they need to accomplish just before they achieve their long-term goal. List these in order until they have an achievable plan to achieve their goal. These can be published and shared with others. Revisit the goals regularly to check on progress and celebrate successes. Kia tohungia e ngā tauira ngā whāinga whāiti e hiahia nei te whakatutuki i mua i te puāwai o te whāinga matua. Whakaraupapahia ēnei whāinga whāiti kia whakataungia he mahere. He mea tuku tēnei hei kitenga mā te katoa. Hoki atu, hoki atu ki ngā mahere nei e kitea ai ngā hua kua puta, e whakanuia hoki ai.

Simple Goal Setting
He Whakaritenga Whāinga Māmā

The basics of setting and completing your goals.
Te tūāpapa o te whakarite me te whakatutuki whāinga

Name: Goal Start Date:
Ingoa: Rā Tīmata:

My Goal is:
Koianei tāku Whāinga:

Goal Completion Date:
Rā Whakatutuki Whāinga:

Steps to Reaching My Goal:
Ngā Whāinga Whāiti:
1.

2.

3.

4.

Two Things That Will Help Me Reach My Goal:
E Rua Ngā Mea Hei Tautoko I Te Whakatutuki I Taku Whāinga:

1.

2.

I will know I have reached my goal because:
Ka mōhio kua whakatutuki i tāku whāinga nā te:

Student Goal Setting Sheet
Pepa Whakarite Whāinga Mā Te Tauira

Name: Date:
Ingoa: Te Rā:

I am good at:
He pūkenga āku i te:

I am bad at:
Kāore anō āku pūkenga i te:

What I will improve:

Hei whakapiki pūkenga māku:

How will I make these improvements?
Kia pēhea taku whakapiki pūkenga?

If my plan doesn’t work, what will I do?
Ki te hinga taku mahere, ka ahatia?