

Key Message 1:

Unity week is about a collective “us”, cultivating a society where we all feel included, respected and that we belong.

Aim:

To promote collectively working together to promote movement and voice.

Questions to consider:

- What are the opportunities for Te Ao Māori, Pacific values, school values connections?
- How are there opportunities for cross curricular collaboration?

Activity Idea: Everyone’s Voice (Physical Education Warm-up)

1. Students are partnered up and between them both come up with a movement/exercise that they agree on. They then do this activity together for a set time e.g. one minute.
2. Teacher stops the class; students are told to make a group of four. Students again discuss options and decide on an option. They then do this warm-up for the same set time.
3. Teacher stops class, students are told to make a group of eight. Students discuss options for movement/exercise. They then do this warm-up.
4. Teacher stops class they then combine all together and decide on one final movement(s)

Notes: Set the tone at the start of the activity to be respectful and how to listen to others. Students are encouraged to be creative and to promote movement. Simple ideas to start is skipping, hopping, jumping jacks etc. Over time students will become more creative and more confident in sharing ideas.

Key Message 2:

It is about celebrating diversity and what we can achieve when we work together in a spirit of unity that recognise the strengths, we all bring

Aim:

To provide a sense a togetherness by working towards a common goal.

Questions to consider:

- What are the opportunities for Te Ao Māori, Pacific values, school values connections?
- How are there opportunities for cross curricular collaboration?

Activity Idea: Run to... (Physical Education Group Challenge)

1. Students talk about a distance they would like to cover as a class. This is about generating discussion about what would be cool. For example, length of South Island/New Zealand, running 1000km.
2. Now get students to measure the length of the gym. This could be a link to numeracy within a physical education setting.
3. Students now get into groups. You can let them select or put them into groups. This very much depends on the class and what previous work you have done around emotional safety of the group etc.
4. The students split themselves with even numbers (if possible) and one at a time complete a length of the gym. There is not pressure here so students can run, skip, walk etc. They just need to complete a length one at a time.
5. In their groups students keep a record of the lengths they complete. I would go no longer than 10 minutes within a lesson.
6. The lengths are then collated and student move along the distance towards their target goal.

Note: Add music to add to the fun

Key Message 3:

It is an opportunity to grow social capital, social cohesion and cultural literacy by facilitating connections and extending these to new networks and people we don't usually interact with.

Aim:

To extend students understanding and application of a model of health to helping others.

Questions to consider:

- What are the opportunities for Te Ao Māori, Pacific values, school values connections?
- How are there opportunities for cross curricular collaboration?

Activity Idea: Te Whare Tapa Whā and Us

1. Students are all given a template as a digital or paper copy with the different parts of Hauora on it and definitions (see next page)
2. Students fill in each area with one thing they would like to improve on and one positive part.
3. Students then cut these and put each one into a different box labelled with the Hauora part that they have covered.
4. Students are divided into small groups of your choice.
5. Each group then pulls out 1-2 card from each box. They then work together on a poster of their making to look at different solutions and successes. In this way it creates a group approach to work collectively on different challenges individuals might have.

Notes: Further unpacking and understanding is recommended before teaching around the model of Te Whare Tapa Whā. The teacher will need to check the responses before sharing.

This link gives a start point: <https://www.health.govt.nz/our-work/populations/maori-health/maori-health-models/maori-health-models-te-whare-tapa-wha>

Te Whare Tapa Whā and Us

A model for understanding Māori health is the concept of 'te whare tapa whā' – the four cornerstones (or sides) of Māori health.

Taha tinana (physical health)

The capacity for physical growth and development.

What do I or we do well:	What could I we improve on:

Taha wairua (spiritual health)

Health is related to unseen and unspoken energies.

What do I or we do well:	What could I we improve on:

Taha whānau (family health)

The capacity to belong, to care and to share where individuals are part of wider social systems.

What do I or we do well:	What could I we improve on:

Taha hinengaro (mental health)

The capacity to communicate, to think and to feel mind and body are inseparable.

What do I or we do well:	What could I we improve on:

Key Message 4:

At the community level it's about working together and finding shared ways to express unity and cultivate a culture where we all belong

Aim:

Creating a shared vision and understanding of a group to promote togetherness and unity.

Questions to consider:

- What are the opportunities for Te Ao Māori, Pacific values, school values connections?
- How are there opportunities for cross curricular collaboration?

Activity Idea: The Weave (Health Activity)

1. Students are all given 1-2 strips of A3 paper. They now need to write on the strip of paper what strengths they bring to the group, hobbies, what they believe in, how they believe the group should work together. Note this is up to the teacher on how much information they put on.
2. Around the letters, sentences they need to now colour in with their favourite colour/s pictures etc.
3. Once done they need to come together as a group (Could be more than one group) and weave together.
4. Depending on the class you could read out for them, or they could opt to read out and share.
5. This is then pinned to the wall and creates a group approach to strengths and beliefs within the class. It can be referred to during the year and used as a positive grounding tool for teaching and learning.

Notes: Creates a sense of a group

Key Message 5:

It's about action, turning our good intentions into intentional acts for good – recognising unity is something that we can all invest a bit of our time and effort into.

Aim:

To recognise that small actions can lead to well-being and connectiveness.

Questions to consider:

- What are the opportunities for Te Ao Māori, Pacific values, school values connections?
- How are there opportunities for cross curricular collaboration?

Activity Idea: Play if Forward (Health)

1. Students brainstorm and write all the little ways they could help around the school with intentional good acts for others.
2. Students in small groups go out and survey classes to find out more ways they could do this. This could include just students but also staff and other members of the community.
3. As a class these are collected and collated and the class over a term (or longer) works on doing one a week (or a timeframe of choice) to help others within the school and wider community.

These things could be as simple as holding a door, cleaning up an area, helping at lunch time, buying someone a small treat. The list is endless.

Key Message 6:

Let's come together with friends and family and through schools, workplaces, and our wider communities to celebrate our unity.

Aim:

Coming together to share kai and create an understanding outside school of how and why people connect over food.

Questions to consider:

- What are the opportunities for Te Ao Māori, Pacific values, school values connections?
- How are there opportunities for cross curricular collaboration?

Activity Idea: Cooking with Unity (Health/Food and Nutrition)

1. First students explore what is their favourite dish and the why. For example, what time of the year? Is it for a birthday? Is it made by a special member of the family.
2. Then students design a way to share these dishes with the class and caregivers. This could be a open night, Or booking the food tech room and recreating their own versions of the dish to share, A shared lunch etc

Possible Options on how to approach:

- Students could all create kai together.
- Students could all bring a plate.
- Students could be released in small groups to create a dish to share with the class.

Key Message 7:

We recognise that there are many examples of hurt and harm both historically and ongoing that have broken trusts between peoples and makes it hard for some to trust. We do not seek to belittle or diminish hurt. We ask you to trust in humanity and the power of unity but to do this in your way and in your own time.

Aim:

Building trust through movement and learning how to trust others.

Questions to consider:

- What are the opportunities for Te Ao Māori, Pacific values, school values connections?
- How are there opportunities for cross curricular collaboration

Idea: Building Trust (Physical Education)

1. This is a modified and safer version of the original blindfolded walk.
2. On the field set up or get a group of students to set up a track for students to walk through cones. You can add low risk obstacles such as benches etc but nothing that requires height or risk of knocking into. You must tell students that this is not time success is making it through the course with not opening your eyes.
3. Students are put into groups of two however you see fit. They then walk their partner through the course to the end.
4. Getting students to work with others is the key here as it builds trust. You can extend the activity to only moving students by noise. So, no talking. One clap moves right etc.

Note: Blindfold's have traditionally been used but after covid etc I would recommend not using them. Also, it gives the walker a sense of control and safety within the activity

Key Message 8:

Be proud of the positive response we saw after the mosque attacks but recognise there is an on-going commitment needed towards unity and social cohesion to prevent future attacks.

Aim:

How change how we act before we think and how this can have an impact on not only an individual level but also create social cohesion.

Questions to consider:

- What are the opportunities for Te Ao Māori, Pacific values, school values connections?
- How are there opportunities for cross curricular collaboration?

Activity Idea: Think & Act vs Act & Think (Health Well-being activity)

1. Students are given several scenarios where the outcome has been challenging due to the participant(s) not thinking before they act.
2. They can at first answer on a sheet how they think they could change the response or what could be done differently.
3. Students are then joined into groups to share what they thought could be a different approach.
4. Students are now individually encouraged to give an example of when they could have acted before they thought. They then write these down and put them in a box.
5. The teacher then takes these changes them to fit and shares out with the groups.
6. Students are encouraged to brainstorm ways they can remind themselves of how to go through this process. For example, you could explore breathing techniques, counting, mindfulness etc