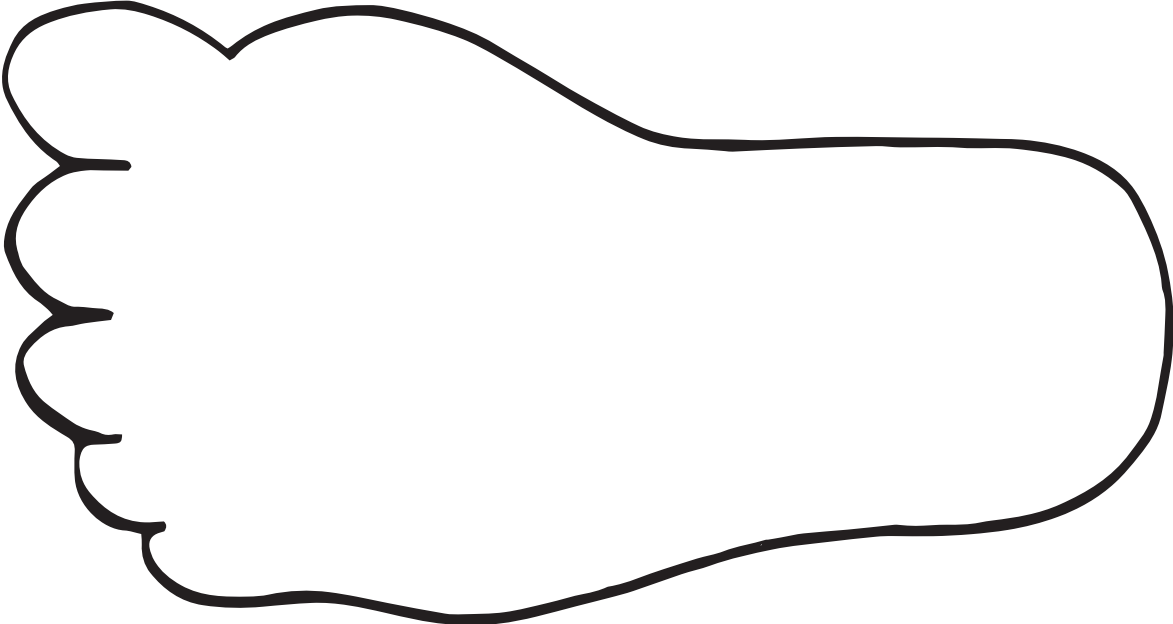
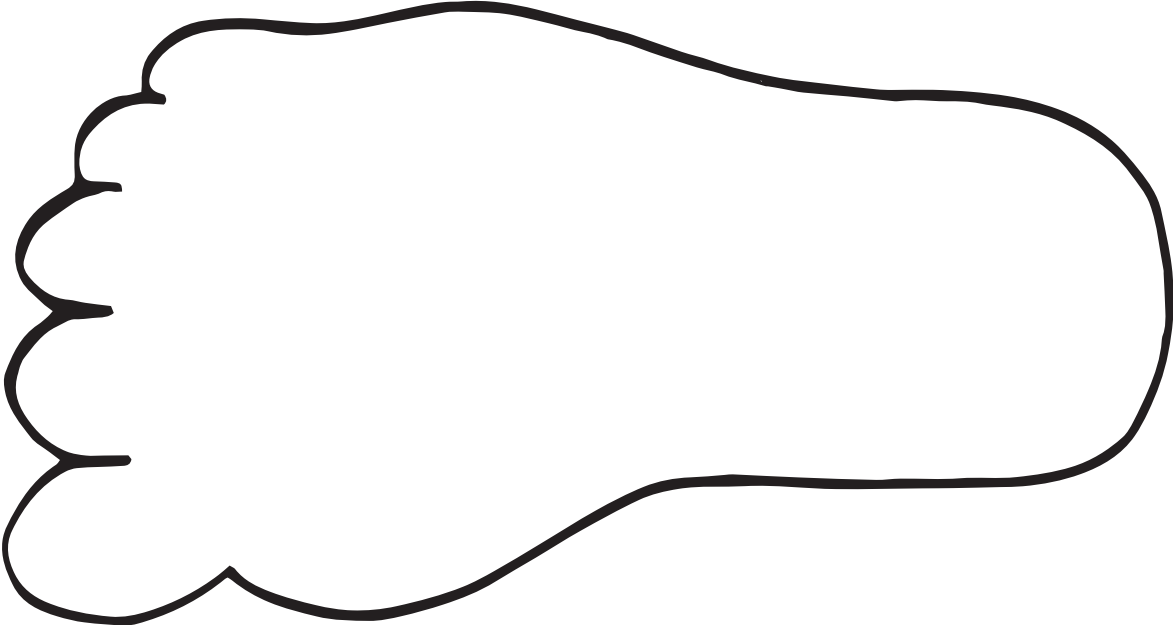
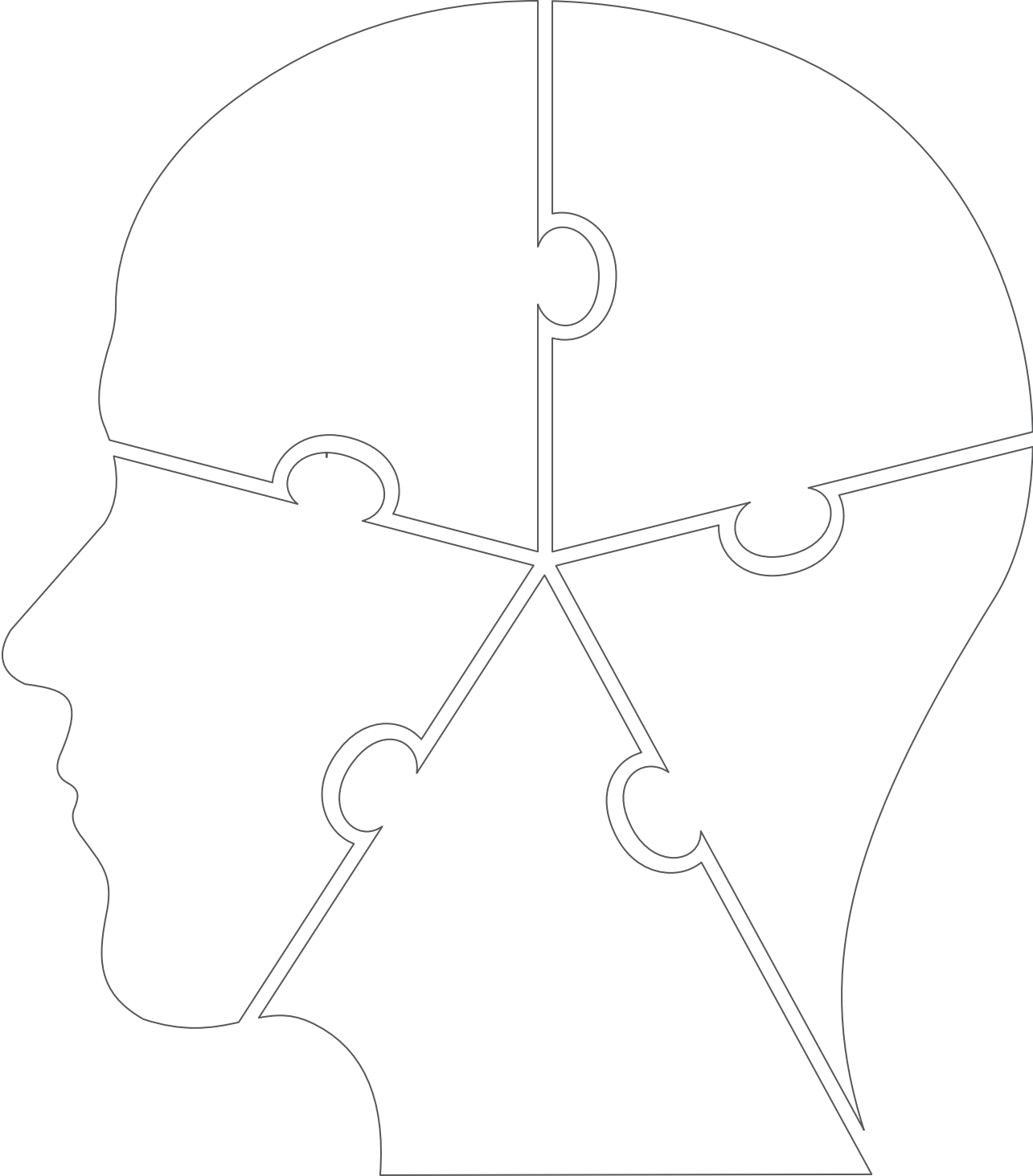


---

**ACTIVITY SHEET - LESSON 6**



ACTIVITY SHEET - LESSON 7



**Occupations ideas (Step 3)**

Resource cards—made in to flash card as a practical interactive task



Images: Freepik.com

**Roles / responsibilities / talents/ hobbies (Step 4)**

Is patient & caring	Is a parent	Speaks 3 languages	Enjoys being creative
Driven to succeed	Hopes to be famous	Likes working with computers	Likes to help people
Leads a youth group	Uses a walking cane	Works hard	Provides for their family
Enjoy researching & learning	Enjoys cooking for others	Appreciates animals	Stands up for others
Attends mosque regularly	Trains regularly	Is very organised	Plans to travel
Is talented	Owens their own business	Find solutions to problems	Teaches others
Uses a wheelchair	Is a grandparent	Reads lips, uses sign language	Prefers their own company

**Character / Names (Step 5)**

Kahu	Anish	Jamie	Gene	Langi	Sai
------	-------	-------	------	-------	-----

**“THIS IS ME” Profile**

**NAME**

**FAVOURITES/INTERESTS/PREFERENCES**

Friends

Food

Drink

Dessert

Lollies/Chocolates/Sweets

Colour

Number

Animal

Season

Hobbies

Sayings/Quotes

Music/Band/Singer/Song

Sport / Game / Leisure activity

Movies/Programs

Books/Reading material

Computer/phone apps/games

Day of the week

School subject

Public holiday

Holiday destination

Country (you'd like to visit)

Celebrity (you'd most like to meet)

Super power (you'd choose if you could)

Personal qualities / Skills / Talents / Abilities (you have already)

Personal qualities / Skills / Talents / Abilities (you'd like to learn)

Complimentary comments (I like to give/say to others)

Complimentary comments#2 (I like to receive/be told from others)

Best thing about being a boy/girl (your gender only)

Worst thing about being a boy/girl (your gender only)

Future career (if you could choose from any)

Future goal (short term or long term)

One wish (anything your heart desires)

## Whānau Interview Questionnaire Sheet

Name of whānau member and their relationship to you:

**F** – school you attended

**A** – year level at school

**V** – school teacher

**O** – school subject

**U** - school event

**R** – school friend

**I** – game you played at school

**T** – song you learnt at school

**E** – award/certificate/recognition you received at school

What did you dislike most about school?

What's something you found difficult or struggled with academically at school?

Outside your standard school subjects like maths, reading, writing, etc., what's something you believe is important, that children should be taught in schools these days?

Besides your parents and teachers, who was someone you learnt a lot from, helped you and/or inspired you when you were young?

In terms of understanding your own identity, what's something you struggled with emotionally as a child?

What's one piece of advice you could offer a child who could be experiencing difficulty in understanding their own personal Identity?

Any final comments you'd like to share?

## Lesson 16: 'SUCCESS' Pre/Post Questionnaire

What is success?

How can success be measured and achieved?

How will you know if you have achieved success?

If you were to ask your whānau, "What words come mind when you think of the word 'Success'?".  
What words do you think they would give?

Name someone in your whānau who exemplifies "success".  
What is it about them that makes them successful?

## LESSON 27

---

### RESOURCE SHEET

#### **“Clear the Deck” script**

Take a few minutes to focus particularly on the concerns and worries you've brought with you to class today.

There may be a number of things on your mind:

- whether you will have time to do all your homework and fit in a practice you have to go to (pause)
- perhaps you have left behind an unfinished conversation with someone (pause)
- maybe you're thinking about something that is happening between you and your friends (pause)
- or maybe you have bigger worries about how society is right now.

Take a few seconds to focus on things that are worrying you.

Make a mental list of them.

These things are using up your energy. There is probably nothing you can do in the next hour about any of these things except worry, and worry distracts you from what you can learn here. So let's put those worries away for a while.

Create in your mind a box (pause) with a lid on it (pause) and a lock and key (pause). The box can be any size and shape you want it to be (pause), but it needs to be large enough and strong enough to take all the concerns you've identified (pause). Take a few seconds now to picture this box as clearly as you can (pause). The box is in front of you now with the lid open (pause).

Take a few minutes to gather up each of your worries and put them in the box, one by one (pause). Make sure they all go in (pause). As you put each one in, tell yourself, "There is nothing I can do about this for now. I'm going to put this worry in this safe, secure box. I know I can come back later and get it out again."

When all your worries are in the box, put the lid on, and lock the box with your key (pause). Now put the key somewhere safe for later (pause) and remember that at the end of this session you can unlock the box and pick up where you left off if you want to.

When you are ready, open your eyes slowly, and come back here.



WORKSHEET

<b>ME THEN</b>	<b>MY OLD INTERESTS</b>	
	<b>THINGS I DIDN'T ENJOY</b>	
<b>ME NOW</b>	<b>MY CURRENT INTERESTS</b>	
	<b>THINGS I DON'T ENJOY</b>	

**WORKSHEET**

<b>WINNING &amp; LOSING</b>	
How do you feel when you win?	How do you feel when you lose?
<ul style="list-style-type: none"><li>• “I felt proud of my achievement”</li></ul>	<ul style="list-style-type: none"><li>• “I felt really disappointed”</li></ul>
Is it important to win everything? Explain your reasoning.	What is it about losing that makes you feel like this?
What worries you the most about losing?	What do you think or say to yourself when you lose?

**RESOURCE SHEET**

<b>Conversation Starters</b>	
1	What do you like to use technology for? In what ways does it help you?
2	What things make you happy when you use technology?
3	What things worry you or make you unhappy/angry/sad when you use technology?
4	What would you do if something online upset you? What advice would you give to someone in this situation? Who would you tell?
5	How do you think your use of technology impacts your wellbeing? And why?

---

**RESOURCE SHEET**

<b>Online Me</b>		
<b>My Offline Personality</b>		<b>My Online Personality</b>
	<i>Draw an image of your Online Me here.</i>	
<b>How are you different Online vs Offline?</b>		
<b>How are you the same Online vs Offline?</b>		

## RESOURCE SHEET

## Scenarios

Fill in the table below for each scenario on the left-hand side.

	What are the signs of distress in this scenario? (Focus on thoughts, feelings, and physical responses; for example, butterflies, headaches.)	How could the person express their feelings in relation to the scenario? What could they say? What could we say?	Who are the best people to help the person in the scenario?
Having too many commitments (for example, school, homework, sport, music, family, and community).			
Experiencing bullying, racism or discrimination.			
Being excluded from your usual group (online and/or at school).			
Feelings of worry and stress.			

# FACIAL EXPRESSION CHART

Reading feelings using facial expressions



**EXCITED**



**HAPPY**



**CONTENT, CALM**



**SILLY, CHEEKY**



**SCARED,  
NERVOUS**



**SAD, WORRIED**



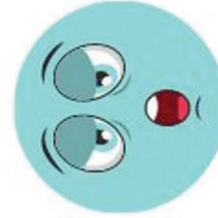
**ANGRY, MAD**



**CONFUSED**



**HURT, UPSET**



**TIRED,  
EXHAUSTED**

---

**RESOURCE SHEET**

Strong body posture that matches partner
Voice clear and matches in tone
Facial expression
Paraphrasing
Reflecting feeling





## Character Traits

Story: \_\_\_\_\_ Characters: \_\_\_\_\_

**1st Trait:** \_\_\_\_\_

Evidence from the text:

**2nd Trait:** \_\_\_\_\_

Evidence from the text:

Picture of Character:

**3rd Trait:**

\_\_\_\_\_  
Evidence from the text:

**4th Trait:**

\_\_\_\_\_  
Evidence from the text:

---

**RESOURCE SHEET**

## How I cope with conflict

In this section teachers could use clips from TV or Netflix and ask ākonga to respond using the resource sheet. Using the rating scale below, rate how you usually respond to conflict. Rating scale:

- 5 Very typical of my attitudes and actions
- 4 Pretty typical
- 3 Somewhat typical
- 2 Seldom typical
- 1 Not typical of my attitudes and actions

### Statements

- 1 Meet violence with violence.
- 2 The greatest number of people are not always right.
- 3 Listen to me and I'll listen to you.
- 4 It's everyone for themselves in this world.
- 5 It's best not to upset the status quo.
- 6 Don't expect to be listened to if you can't give good reasons for your statements.
- 7 Nothing is so important it's worth a fight.
- 8 State what you think and feel.
- 9 Keep your nose out of other people's business.
- 10 The strongest people are the most convincing.
- 11 You should stand up for your rights.
- 12 Try not to put your foot in it.
- 13 First in, first served.
- 14 Everyone deserves a fair hearing.
- 15 An easy solution to trouble is to run away from it.
- 16 Avoid conflict; a peaceful life at all times.
- 17 Together we can make this work.

### Now rate your responses

Scoring for the checklist. The 17 statements actually contain examples of THREE basic strategies for dealing with conflict:

<b>Aggression/Confrontation</b> (quite violent)	<b>Negotiation/Compromise</b> (assertive and staying involved)	<b>Avoidance/Withdrawal</b> (submissive and keeping clear)
Q1 _____	Q2 _____	Q3 _____
Q4 _____	Q5 _____	Q6 _____
Q7 _____	Q8 _____	Q9 _____
Q10 _____	Q11 _____	Q12 _____
Q13 _____	Q14 _____	Q15 _____
Q16 _____	Q17 _____	
Total _____	Total _____	Total _____

---

**RESOURCE SHEET**

## What do you want?

Steps:

- |  |   |
|--|---|
| 1 What do you want?                                      | State clearly what outcome you want.                    |
| 2 What is happening now?                                 | State the problem as you see it now.                    |
| 3 What needs to happen to get the outcome you want?      | Remove any barriers that prevent a solution at present. |
| 4 Has this ever worked for you before?                   | Use your own resources first.                           |
| 5 What other resources do you need?                      | Find the additional information or help you need.       |
| 6 How will you know when you are near a solution?        | Look for indicators to show progress.                   |
| 7 How does the result fit in with your long- term goals? |   |

Use this model when:

- one person owns the problem (as an alternative to Describe, Explain, Specify, Consequences [DESC])

## DESC

(From Bower & Bower, 1991)

**Describe** how you are feeling, using an “I feel ...” statement.

**Explain** the situation as specifically as possible, without using any put-downs, judgements, or blaming words.

**Specify** the nature of the change you want, both specifically and positively.

**Consequences:** describe the positive consequences for the person of making this change.

### Do's and don'ts of negative feedback

<b>DO</b>	choose a specific time and place to discuss the problem	<b>DON'T</b>	leave it till the next time
<b>DO</b>	describe your feelings (for example, “I feel hurt when ...”)	<b>DON'T</b>	label the person rather than the action (for example, “You make me ...”)
<b>DO</b>	describe the behaviour using concrete, specific terms (for example, “I feel annoyed when you don't push out the rubbish.”)	<b>DON'T</b>	blame or put down the person (for example, “It's your fault that ...”)
<b>DO</b>	ask for a specific change (for example, “Please put the lid on the toothpaste ...”)	<b>DON'T</b>	use negative statements (for example, “You are so lazy ...”)
<b>DO</b>	ask for a realistic change	<b>DON'T</b>	request the impossible