

Whakarongo ki tōku reo: He kete tūhono ākonga ki te hauora

Hear my voice:
A guide for engaging
ākonga in wellbeing



Grow
Waitaha



About this guide

Whakarongo ki tōku reo: He kete tūhono ākonga ki te reo | Hear my voice: A guide for engaging students in wellbeing supports kaiako and ākonga to connect and kōrero about hauora/wellbeing. This guide aims to empower you to support your own hauora and co-design meaningful approaches to hauora for ākonga.

We know young people have valuable insights into how hauora, connection, and learning strategies work for them. We often gather ‘ākonga voice’, however we may not always know how to leverage these insights into decision-making processes and positive change.

This kete uncovers ākonga perspectives and encourages them to engage with and design hauora initiatives and approaches at their schools.

The intent is to:

- > find out what ākonga know about hauora, and how effective your existing approaches are
- > support ākonga to actively participate in transforming hauora design and delivery
- > empower ākonga to approach hauora with motivation, confidence, and self-efficacy.

While **Whakarongo ki tōku reo: He kete tūhono ākonga ki te hauora | Hear my voice: A guide for engaging students in wellbeing** focusses on hauora, the approach could also be utilised to engage ākonga in other conversations and areas.



...it is evident that student voice approaches can be underpinned either by an “improvement” agenda — making teaching and learning better within current ways of thinking about schooling — or a “transformative” agenda — the notion of enlisting young people to help shift the ways schooling is done..¹

¹ Bolstad, R. (2011). From ‘student voice’ to ‘youth–adult partnerships’: Lessons from working with young people as partners for educational change. Working paper from the Families and Communities Engagement in Education (FACE) project. Wellington: New Zealand Council for Educational Research.

Activity resources

Activity resources can be found at the end of this guide (page 11 onwards).

For working with junior ākonga (age 4–7)

- > **Group facilitator guide:** Junior ākonga
- > **Notes and reflections:** Junior ākonga
- > **Individual reflections:** Junior ākonga
- > **Kāri kare ā-roto | Emotion cards**



For working with senior ākonga (age 8–12)

- > **Group facilitator guide:** Senior ākonga
- > **Notes and reflections:** Senior ākonga
- > **Kāri reo ākonga | Ākonga voice cards**



What's involved?



This kete offers two sets of resources: one for junior ākonga (ages 4–7) and one for senior ākonga (ages 8–12) to connect and encourage kōrero about hauora.



Read through the activity resources.



Consider:

- > Who will you invite to be part of the process?
- > Which parts of the kete will you use? Are there any changes you might like to make to better suit your ākonga and setting?
- > How can you create a comfortable, safe, and inviting space?
- > Do you have an appropriate karakia to begin the session?
A karakia is provided in **Timatanga | Settling in.**



Print the activity resources you have decided to use and work through the steps with your ākonga.



Look at your recorded data and use the data analysis prompts. Work with a group of kaiako and ākonga to identify trends, strengths, needs, or desires. Collaborate on an action plan to co-design and deliver hauora initiatives across your school community.

Timatanga | Settling in



Settle into your space with karakia to connect and prepare to kōrero about hauora.

One way karakia supports hauora is by reminding us how we are connected to everyone and everything, and to the past, present, future.

As the Mental Health Foundation of New Zealand's [Te Whakaora i te Hauora Hinengaro](#) suggests, karakia can have true healing powers. In a practical sense, karakia support us to be present and alert, and prepare us for a task or challenge.

This karakia can be used in almost any context. It acknowledges the mauri that we source from outside ourselves, and also the mauri we can draw on from within ourselves.

Share a metaphor, whakataukī or whakatauākī (if the author is known) as you prepare for and approach your kōrero. This will support critical thinking and multiple ways of thinking.



[Download this set of whakataukī cards](#) and discussion prompts which are designed to support kaiako conversations and reflections on their practice within the Te Whāriki resources. There are seven whakataukī, with accompanying explanations and questions in English.

Settling in karakia

Mānawa mai te mauri nuku
Mānawa mai te mauri rangi
Ko te mauri kei au
He mauri tipua
Ka pakaru mai te pō
Tau mai te mauri
Haumi ē, hui ē, tāiki ē!

Gather the life force of the earth
Gather the life force of the sky
The life force within us is powerful
And shatters all darkness
It settles all within me
Bind it, come together, it is done!

Kaiako guide: Junior Ākonga



Kaiako involved in developing this resource suggest ‘warming up’ to the kaupapa or introducing the concept of hauora and kare ā-roto/emotions to younger ākonga.

You could use picture books, provocation tables, or some of the resources mentioned in [He Māpuna te Tamaiti](#) or [Sparklers](#).

We recommend a timeframe of 10–20 minutes per session (could be up to 5 sessions) when working with the junior resources. We suggest that younger learners spend less time in the group, perhaps a five to ten minute conversation with a group of 3–5 tamariki.

Use your expertise and intuition to adapt the resources to suit your ākonga. If some elements are not relevant or are too much of a stretch for your group, that’s ok – note it down.



He Māpuna te
Tamaiti



Sparklers

The following resources offer support for when working with juniors:

- > **Group facilitator guide: Junior ākonga**
- > **Notes and reflections: Junior ākonga**
- > **Kāri kare ā-roto | Emotion cards**
- > **Individual reflections: Junior ākonga**

It is helpful, where possible, for kaiako to work in pairs – one adult introducing the resources and encouraging interaction and fun, while the other observes and records the kōrero. The recorder can take notes, and add photos to the **Notes and reflections resource** provided.

Kaiako guide: Senior Ākonga



Settle into the kōrero with karakia and a guiding metaphor or whakataukī.

We recommend sharing a whakawhanaungatanga or checking in activity to set the tone, connect with curiosity, and remind ourselves that we're all human. Get swiping with [Daresays free online check in tool](#) or the [Mental Health Foundation of New Zealand's Diversi-tea kōrero starter cards](#).

Use your expertise and intuition to adapt the resources to suit your ākonga. We recommend a timeframe of 30–40 minutes per session (could be up to 5 sessions) when working with the senior resources.

It is helpful, where possible, for kaiako to work in pairs – one adult introducing the resources and encouraging interaction and fun while the other observes and records the kōrero. The recorder can take notes and add photos to the **Notes and reflections resource** provided.

The following resources support you when working with seniors:

- > **Group facilitator guide: Senior ākonga**
- > **Notes and reflections: Senior ākonga**
- > **Kāri reo ākonga | Ākonga voice cards**



[Daresays free online check in tool](#)



[Diversi-tea kōrero starter cards](#)

Making sense of ākongā voice



Gather ākongā voice and explore questions to gain valuable insights for decision-making about hauora.

Enlist ākongā to analyse the ākongā voice to identify trends, strengths, needs, or desires.

Use these steps to get valuable insights:

- > Collate ākongā voice using an online whiteboard tool (such as Jamboard or Miro) and review.
- > Understand ākongā voice by asking one question at a time.
- > Reflect on groups of information (gender/age and so on).



To make sense of the data gathered, ask:

- What is the data we have gathered telling us?
- How do we feel about this?
- Is this what we expected to find?
- What surprises were there?
- What connects with what we expected to find?
- What could we explore further?
- What insights could others provide on our analysis?
- What actions do we now need to take?
- How will this analysis support change?

To know whether actions have had the desired impact, ask:

- How well are we promoting hauora in our school?
- What's working well and what do we need to change? How do we know?
- What evidence do we have?
- Do we need to do something different? Why?
- What do we want to keep doing and stop doing?
- Are we getting the outcomes we wanted? How do we know?

A call to action



Using the reflections and kōrero from your analysis of ākonga voice, co-design hauora initiatives with ākonga to put their ideas into action.

Some ideas to co-design a way forward:

- > Share ākonga voice with others in your school or community.
- > Invite whānau and anyone else who could contribute to the conversation to share their reflections.
- > Ask ākonga to design a 'day of learning' that supports them to flourish. What would their dream school day look like based on hauora initiatives they find useful?
- > In partnership with ākonga, develop an action plan to design and deliver hauora initiatives.
- > Explore the Co-Designing Schools Toolkit www.codesigningschools.com



Acknowledgments

Author: Suzi Gould (she/her)

This resource was developed in 2023 by Suzi Gould for the use of educators across Aotearoa.

We acknowledge the significant contributions of a focus group from the Puketeraki Wellbeing Kāhui Ako Innovation Group (passionate educators from ECE and primary). This resource was also inspired by ākonga who participated in the Grow Waitaha Wellbeing Primary Network.

We were supported by the Grow Waitaha Wellbeing team and the Grow Waitaha Storytelling team from conception through to content creation.

Grow Waitaha is a multi-year project designed to support schools in post-earthquake greater Christchurch through citywide educational transformation.

We welcome ongoing feedback on how you have used this resource and what suggestions you would like to contribute. For feedback and suggestions please email:

growwaitaha@gmail.com.

Resources

For working with junior ākonga (age 4–7):

- Group facilitator guide: Junior ākonga
- Notes and reflections: Junior ākonga
- Individual reflections: Junior ākonga
- Kāri kare ā-roto | Emotion cards

For working with senior ākonga (age 8–12):

- Group facilitator guide: Senior ākonga
- Notes and reflections: Senior ākonga
- Kāri reo ākonga | Ākonga voice cards



Group facilitator guide: Engaging junior ākonga in hauora



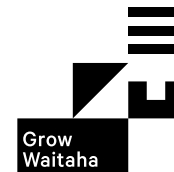
The table below offers a guide for kaiako leading the kōrero. The left hand column lists hauora statements or wellbeing outcomes. The right hand column offers facilitator prompts and resources to share with junior ākonga.

It is helpful, where possible, for kaiako to work in pairs – one adult introducing the kōrero and encouraging interaction and fun while the other observes and records the kōrero in **Notes and reflections: Junior ākonga resource**.

HAUORA WELLBEING OUTCOMES	FACILITATOR PROMPTS, ACTIVITIES, AND QUESTIONS
I know who I am and who is in my whānau.	Can you draw a picture of you and your whānau? Tell me about them.
I know how I feel and can recognise how others feel too.	Using the Kāri kare ā-roto Emotion cards , ask ākonga to select the emotions they recognise. <ul style="list-style-type: none"> > Have you felt like that? > Tell me about a time you or someone you know felt like this?
I know how to ask for what I need.	Ask the following questions and record responses; <ul style="list-style-type: none"> > What do you do if you are hungry? > What do you do if you are thirsty? > What might you need if you fell over and hurt yourself? > What can you do to make your body grow strong? > What can you do if someone is unkind to you?
I can share my ideas and be part of a group.	Record a judgement about how the majority of the learners in the group are able to share ideas during this discussion.

Notes and reflections: Junior ākonga

Use this tool to note observations and record the kōrero.


















CENTRE/SCHOOL NAME	ĀKONGA INFO

HAUORA WELLBEING OUTCOMES	DISCUSSION NOTES AND OBSERVATIONS
I know who I am and who is in my whānau.	
I know how I feel and can recognise how others feel too.	List the emotions ākonga identified from the Kāri kare ā-roto Emotion cards .
I know how to ask for what I need.	What was said and not said?
I can share my ideas and be part of a group.	How well were the majority of ākonga in the group able to share ideas during this discussion?
Overall comment	

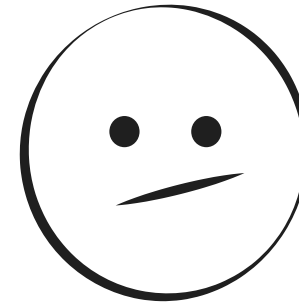
Individual reflections: Junior ākongā

Print each ākongā their own reflection sheet. Read aloud and discuss each statement.
Then ask them to circle or colour how they feel about the statement.

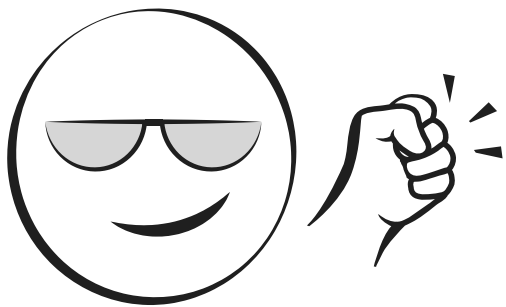
DRAW A CIRCLE THAT SHOWS HOW YOU FEEL ABOUT EACH STATEMENT			
I have a friend or lots of good friends.			
I know what to do when I am hurt or upset.			
Most of the time I feel good.			
I know ways to calm myself down.			
Most of the time I can do the things I need to.			



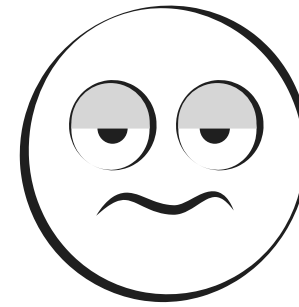
harikoa / happy



āmaimai / nervous



māia / brave



takeo / bored

Kāri kare ā-roto | Emotion cards



pari te ihu / overwhelmed



poho kererū / proud



whakamā / embarrassed

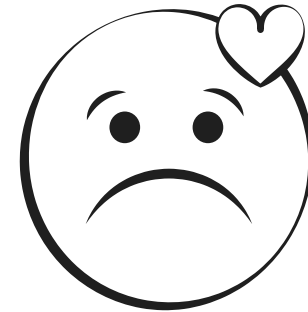


mataku / afraid

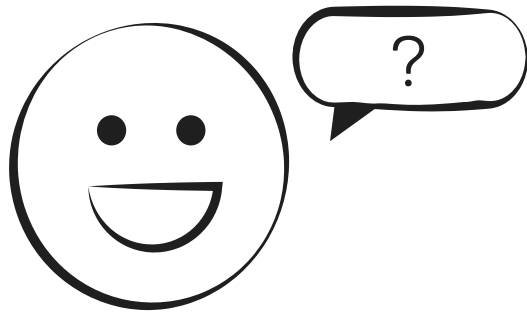
Kāri kare ā-roto | Emotion cards



titikata / confident



ongearonae / lonely



māhirahira / curious

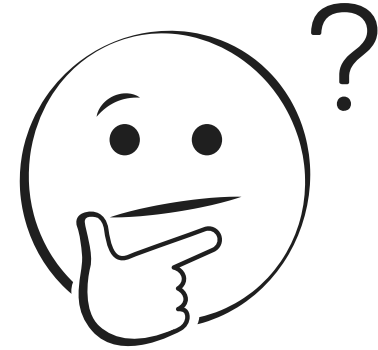


pukuriri / angry

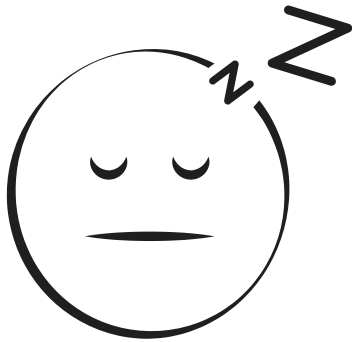
Kāri kare ā-roto | Emotion cards



pōuri / sad



rangirua / confused



ngenge / tired



māuiui / sick

Group facilitator guide: Engaging senior ākonga in hauora



The table below offers a guide for kaiako leading the kōrero. The left hand column lists hauora statements or wellbeing outcomes. The right hand column offers facilitator prompts and resources to share with the group.

It is helpful, where possible, for kaiako to work in pairs – one adult introducing the kōrero and encouraging interaction and fun while the other observes and records the kōrero in the **Notes and Reflections: Senior Ākonga** resource provided.

HAUORA WELLBEING OUTCOMES	FACILITATOR PROMPTS, ACTIVITIES, AND QUESTIONS
<p>I know who I am and where I am from.</p>	<p>Draw a collection of icons that represent:</p> <ul style="list-style-type: none"> > Where you are from, and your pepeha > Who your ancestors are > Your super power > What you are most grateful for in life <p>Use the Kāri reo ākonga Ākonga voice cards to prompt conversations.</p>
<p>I know how I can connect and contribute to my hauora and the people around me.</p>	<p>Ask ākonga:</p> <ul style="list-style-type: none"> > What groups are you part of that you feel you belong to? > Who or what helps you when things are not going well for you? > Share an image or a drawing of Whare Tapa Whā or the Fonofale model of wellbeing with each group. Ask them to kōrero about the sorts of things that really help them to feel good or things that they know support others. <p>Ask ākonga:</p> <ul style="list-style-type: none"> > What are the biggest challenges you face today? > What does hauora look like at your school? Write each idea on a sticky note. > As a group, theme the sticky notes around your chosen wellbeing model and have a kōrero about what is working well, what we could do more of. <div data-bbox="1877 970 2092 1182" style="text-align: right;"> </div> <div data-bbox="1890 1201 2078 1278" style="text-align: right;"> <p>Whare Tapa Whā or the Fonofale model of wellbeing</p> </div>

Group facilitator guide: Engaging senior ākonga in hauora



HAUORA WELLBEING OUTCOMES	FACILITATOR PROMPTS, ACTIVITIES, AND QUESTIONS
<p>I recognise that I am part of a community and can see value in my own and other peoples' contributions.</p>	<p>Ask ākonga to share a story about something in your school that has had or has a positive outcome for people's hauora.</p> <p>Hunting for the good stuff is a skill that helps you to create positive emotion by noticing and analysing what is good in your life.</p> <p>Go on a hauora hunt around your school – find it, capture it, share it. Ākonga have ten minutes to photograph, interview, or record wellbeing spaces and representations in their school. Return and share what you found.</p> <p>What else could we do to help people with barriers or difficult problems?</p>
<p>I recognise that I am part of a community and can see value in my and others' contributions.</p>	<p>Ask ākonga:</p> <ul style="list-style-type: none">> What solutions or ideas do you have to improve hauora for ākonga at your school?> Do you know of any community resources that could help or groups that could get involved?

Notes and reflections: Senior ākonga

Use this tool to note observations and record the kōrero.



CENTRE/SCHOOL NAME	ĀKONGA INFO

HAUORA WELLBEING OUTCOMES	DISCUSSION NOTES AND OBSERVATIONS
I know who I am and where I am from.	
I know how I can connect and contribute to my hauora and people around me.	
I recognise that I am part of a community and can see value in my and others contributions	
I value who I am. I recognise that I am part of a community and can see value in my and others' contributions.	
Overall comments	

Kāri reo ākongā | Ākongā voice cards

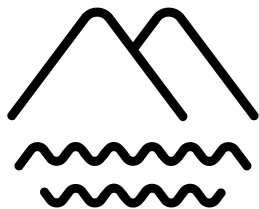
These kāri have been adapted from this National Library resource: [He Meka! He Meka!](https://natlib.govt.nz/schools/tuia-matauranga/he-meka-he-meka)².

Print these cards for conversation prompts.

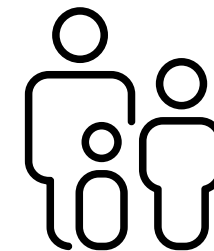


He Meka! He Meka!

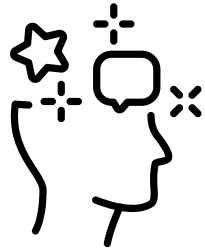
² Te Puna Mātauranga o Aotearoa National Library of New Zealand, He Meka! He Meka!, Te Kāwanatanga o Aotearoa The New Zealand Government, accessed 26/05/2023, <<https://natlib.govt.nz/schools/tuia-matauranga/he-meka-he-meka>>



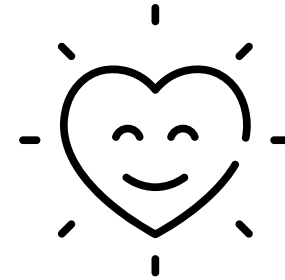
Nō hea ahau?
Where am I from?



Ko wai mā ōku tūpuna?
Who are my ancestors?



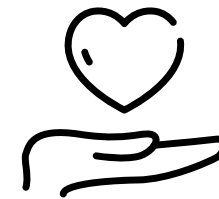
He aha taku mana hautupua?
What is my superpower?



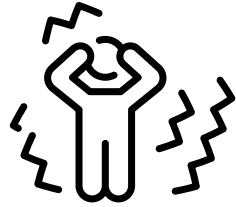
He aha te mea i tōku oranga e
whakawhetai nei ahau?
What in life am I most grateful for?



He aha ngā rōpū e noho nei koe, ā,
e tino rongō ana i te whai wāhitanga?
*What groups are you part of that you
feel you belong in?*



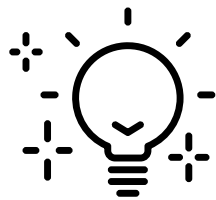
Ko wai, he aha rānei ngā mea āwhina i
a koe i ngā wā taimaha?
*Who or what helps you when things
are not going well for you?*



He aha ngā uauatanga matua e pā
atu ana ki a koe i tēnei wā?
*What are the biggest challenges
you face today?*



He aha ngā mea e kitea ana e koe,
e whakaatuhia ai te whai tikanga o
te hauora ki tō kura?
*What can you see that shows hauora
is important at your school?*



He aha ngā rongoa, whakaaro rānei kei
a koe hei whakapai i te hauora o ngā
ākonga i tō kura?
*What solutions or ideas do you have to
improve hauora for ākonga at your school?*



Kei te mōhio rānei koe ki ētahi rauemi
ā-hapori hei āwhina / whai wāhi mai?
*Do you know of any community resources
that could help / be involved?*

Contact details

 www.growwaitaha.co.nz

 growwaitaha@gmail.com

 www.facebook.com/growwaitaha



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