



Te Pū Tiaki Mana Taonga

Association of educators beyond the classroom

Whakawhanaungatanga - Ideas for getting to know each other and your group

It's important to build connections with ākonga (students) and groups visiting.

The following are some ideas for doing this before beginning and allowing the ākonga to share a little about who they are. Awhi/Tautoko (support) ākonga as they do this.

1) No hea ahau? – Where am I from - Map of Aotearoa

-Imaginary Map

Stand on an area where you come from (Say name of place, hapū, iwi). Respond to the ākonga responses. What do you know about this area, hapū, iwi? Make connections.

-Actual Map

Post-it notes can be used. Ākonga write where they are from on a post-it note. They then place it on the map. Again respond as ākonga going through. Eg. Ka pai Mikaira, Taheke is a beautiful place. I love the waterfalls there.

2) Mahi Taki Rua – Working with a partner

Introduce your friend... share name, their favourite colour, song, place....

3) Mahi Porohita – Name game

Each person introduces themselves with a word starting with the same letter...magical Matai...next person says the names of those already introduced and adds themselves

Extend: What are you hoping to learn about today?/What is one thing you know about Kupe?/What is one thing you know about Hokianga?



Whiria – Weave together

Whanaungatanga activity for groups of up to 20 people.

Note: For more people you need more time and possibly multiple balls of string.

Materials:

- A ball of strings
- Patience to untangle the string later :)

1. Everyone stands in a circle. The first person introduces themselves and adds a statement about themselves which others can relate to, e.g. "Kō Monika tōku ingoa, I'm the only girl in my house / I was born overseas / I play netball / I like chocolate / I speak another language".
2. Someone in the circle who relates to the statement puts up their hand. While holding the end of the string, the first person throws the ball of string to them: The first two people are connected.
3. This person then introduces themselves and makes a new statement. Someone in the circle relates to the statement, puts up their hand, catches the ball of string: Now three people are connected.
4. Repeat this until everyone in the circle is connected (some participants will need help, so be prepared for this to take a little time).
5. Encourage participants to observe how they are all connected, sometimes in quite unexpected ways ("I never knew that Johnny was also born overseas" etc.). Ask individuals to tug gently on the string and observe how they have an effect on others, some of those standing far apart from them.

This activity links well with the waiata [Whakarongo ake aue \(John Tapiata\)](#). There are several recordings of this waiata online, e.g. [Whakarongo ake au](#) (with lyrics).

This activity can also be used as a metaphor for cause and consequences (senior history), for networks (digital technology) etc.



Ice-breakers

Ki raro, ki runga – Down and Up

Materials: No materials needed

Note: Great for groups of approximately 20-30

- 1) Ākonga stand in a circle.
- 2) Instruct them to focus their eyes on the ground, when they lift them, they must be looking at a person in the circle. If two people are looking at each other they are both out. Keep going until only two people are left.

Maui, Matau – Left and Right

Materials: Set of rākau approx. 1m – 1 1/2 m long

Note: Great for group of 20-30 ākonga

- 1) Ākonga use a set of rākau and listen for instructions. If the call is made 'maui' – they let go of their rākau and move to the left and grab the rākau standing there. If the call is made to move right – matau they do the same. If the rākau is dropped they sit down, until the last person is left.



Effective Questioning Tips

It is very easy for some students to dominate questioning time and sometimes ākonga find it hard to give answers on the spot. The following are some strategies to assist with effective questioning and to awhi (encourage) ākonga in their learning.

- 1) WAIT TIME – Give students enough thinking time to respond to questions, ask them to think about the answer then put their hands on their heads. Ask them not to call out the answer. Select a student to answer. This allows all ākonga thinking time.
- 2) SELECT STUDENTS TO ANSWER – Rather than using the hands-up approach or all call out method let students know that you will select one, more, group to answer.
- 3) SUPPORT – Give support to those who struggle to answer – can someone help here, do you understand this, can you show..., can you see here...
- 4) PROBING – to gain a deeper view of ākonga understanding follow-up with further questions..can you explain..why do you think that is?...What are some examples?
- 5) THINK, PAIR, SHARE – (Designed by Lyman, 1981) This approach is not so confronting for students. They can work in partners or in a group. Discussion is very valuable and also helps the kaiako to listen in to the thinking and ideas of students. This approach enables all students to be involved and have input.
- 6) WHOLE CLASS RESPONSE – Questions can be asked and students may respond on post-it notes or on mini – whiteboards. This gives the kaiako (teacher) an opportunity to see evidence of student's thinking as they present their ideas.
- 7) TARGET QUESTIONS – Ice-block sticks or lucky dip draw of names can be used here. This ensures that all ākonga have an opportunity to contribute over time.

[10 effective questioning techniques | Ideas | RSC Education](#)



Whakahoki Mahara – Recap/Plenary Activities

Think, Pair, Share

Return to earlier thinking and sharing. Were our questions answered? What else do we want to know? Talk to your partner. Select pairs to share. Listen in to conversations and pick up on key points to share with the group at the end.

Mahi-a-roopu - Quick fire quiz

Split Ākonga into groups. Give them a paper with 1-10. Give a range of questions connected to visit. Mark quiz or get the groups to swap and mark. Give a score. Winning team – sticker/pen/stationary item.

Drop box

Board 1 - Record new learning from the day on a post-it note – display on board (Choose a few to reflect on)

Board 2 - More questions I have – write on post-it note or drop in box – kaiako to respond via email

Ākonga Share

Ākonga are invited to share any work created after their visits. Kaiako can email to centre and we print and display to give other teachers ideas for post-activities.

Articles and Resources of Interest

[Seven principles to effectively support Māori students as Māori - THE EDUCATION HUB](#)

[TEACHING RESOURCE | Orientation and Whakawhanaungatanga - Building Positive Student Relationship \(ako.ac.nz\)](#)

[Rangatahi Tu Rangatira | Maori Sports | Maori Games | Maori Health | Physical Wellbeing for Māori Youth \(r2r.org.nz\)](#)

