

The background of the entire page is a dark teal color with a repeating pattern of lighter teal, stylized paisley or floral motifs. In the center, the letters 'ATA' are written in a large, white, hand-drawn, brush-stroke style font. To the right of the 'ATA' text, the words 'BIG STUFF & TRICKY THINGS' are written in a smaller, white, hand-drawn, brush-stroke style font.

ATA

BIG STUFF
& TRICKY
THINGS

ATA

BIG STUFF & TRICKY THINGS

Ata is a collection of cards and activities for teaching and learning social and emotional skills, knowledge and strategies. Using these resources will help ākonga build awareness of themselves and others as they practise skills and develop strategies that help them live and learn together better.

These skills and strategies include self-regulation and co-regulation through goal setting, decision making, identifying and strategically responding to challenges, and recognising and navigating emotions.

By using the elements of Social & Emotional Learning (SEL) — developed from **Relating to others** and **Managing self** key competencies — we can help ākonga realise their potential through mana-enhancing, socially located and culturally sustaining ways.

Teachers can tailor the activities in the **Ata** collection to suit learners from years four to 10 in various learning areas and individualised or group settings. Ākonga can use the activities one at a time or in almost any sequence.

The cards, activities and teacher support materials provided in this pack are also available as free downloadable, printable files.

hpe.tki.org.nz/ata

Before you start

Before using this resource for the first time, we recommend reviewing and understanding the content to assess how to use it safely in your learning environment. Then, add or remove cards as you see fit and choose activities that will work best for you and your ākongā. Move on to more challenging topics or activities within the set when it feels right. For more preparation information go to page 8.

Nga huānga o te akoranga pāpori, kare ā-roto hoki **The elements of Social & Emotional Learning**

The 10 elements are essential aspects of Social & Emotional Learning — in Aotearoa, New Zealand — that help learners think for themselves, feel like they belong and connect with empathy.

The five elements of Relating to others

He tūrangawaewae
Connection to place

He tirohanga whānui
Perspective taking

He hononga ki te hapori
Community connection

He āroa, he kanorau
Social awareness
and diversity

Tū tangata
People of inspiration

The key competency **Relating to others**, is about establishing, negotiating, and re-negotiating learning relationships and educationally powerful connections with people and places (the living and non-living world). This competency is about manaakitanga, whanaungatanga and mahi ngātahi. It is about valuing and recognising who stood before, who stands here now and who is yet to be. How we engage with each other has a mutual impact.

What strategies, skills and values can I contribute to upholding mana, creating power-sharing and respectful partnerships, and engaging in learning relationships?

The five elements of Managing self

He tuakiri, he reo,
he tikanga, he mātāpono
**Identities, languages,
cultures and values**

Mahi tahi **Collaboration**

He mauri, he wero
**Understanding emotions
and meeting challenges**

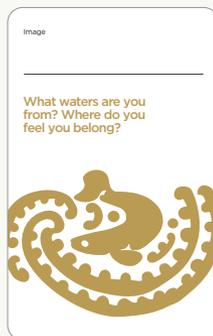
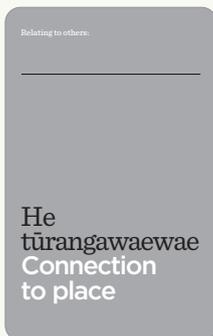
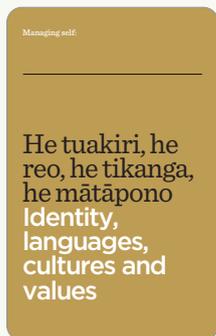
He ihumanea, he toa
Intuition and bravery

Mana motuhake
Self-determination

The key competency **Managing self**, is about developing and growing a sense of self. It is about decision-making and acting purposefully as a learner by using skills, strategies and knowledge towards mana motuhake. Mana motuhake comes from, through and with manaakitanga — a learner never stands alone. Therefore, this competency is about the learner's capabilities as part of a whānau (with whakapapa), their wide and diverse community, and te taiao, the natural world.

What are the decisions I can make as a learner, and what impact will those decisions have on me and, therefore, my people and my place?

Kāri Cards

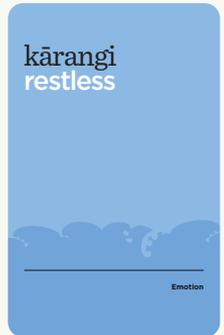
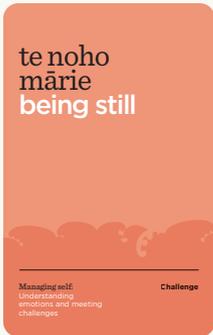


Element cards

There are 10 elements: five for Relating to others; five for Managing self.

Puzzle piece cards

Together with the 10 Element cards, there are a total of 50 pieces that make up the double-sided Elements puzzle.



Idea cards

Challenges, Contexts, Impacts and Emotions. These cards contain themes that are suitable for learners from years four to 10.

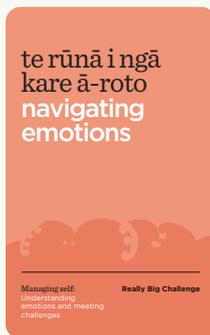
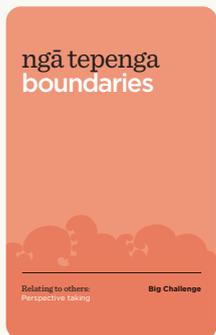


Perspective cards

For goal setting and check-ins.

Using the Big and Really Big cards safely

We've packaged these separately so you can choose when or if you use them. We recommend reviewing the cards thoroughly before introducing them into your classroom. When you've finished, place the cards back in the box grouped by their type. Ka pai!



Big Challenge and Big Impact cards

More advanced challenges and impacts. These cards contain themes that are suitable for learners from year five and over.

Really Big Challenge and Really Big Impact cards

Complex challenges and impacts. Teachers should introduce these cards to the classroom with careful consideration.

Ngā mahi Activities

Support structures

Young people face many experiences, challenges and opportunities as they navigate the transition through childhood to adulthood. Emotional and psychological patterns are established through this time.

A supportive environment is integral to using these resources and will ensure learning experiences allow all learners to grow. These support structures exist at all levels of the learning environment — they are provided by alignment and guidance from leadership, through professional learning and development, iwi engagement, whānau involvement, community connections, and shared values in the place of learning. These relationships matter.

Creating a safe space

Using this resource requires a culture of care and warmth that respects and reflects the diversity of every classroom, including the languages, values, beliefs, and cultural capital of ākonga in their place of learning.

Positive classroom culture places importance on individual and collective well-being, reflects school values, and is guided by dialogue with your wider learning community.

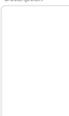
Simple strategies

- Brainstorm with your groups or class, being open to all kinds of ideas
- Enquire further about the things ākonga share
- Take time to listen and understand the child or young person
- Identify how people are both the same and different, using these themes to focus discussion or group ākonga by common interests
- Talk about the importance of accepting how each person is unique
- Include everyone in the class activities and learning
- Place importance on pronouncing the names of ākonga and places correctly
- Acknowledge and provide for different kinds of learning styles and formats.

1

Pangahono huānga Elements puzzle

Get to know the elements
Explore the elements and key competencies.
Combine the matching parts to discover
the meaning.

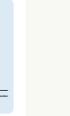
Element	Image	Description	Whakatauriri	Explanation
				

ATA
Te Kaitiaki Take Kōwhiri
Māori

2

Tātari kare-ā-roto Sorting emotions

Choose five emotions and sort them
on a scale of your choice.

Emotion	Scale
	
	
	

ATA
Te Kaitiaki Take Kōwhiri
Māori

Elements puzzle

Explore the elements and key competencies. Combine the matching parts to discover their meaning.

Sorting emotions

Choose five emotions and sort them on a scale. There's also a gameplay version.

Timeframe
1-2 lessons

Years
4-10

Format
Individual
or groups

Cards
Element
Puzzle pieces

Download
hpe.tki.org.nz/ata-elements-puzzle

Timeframe
1-2 lessons

Years
4-10

Format
Individual
or groups

Cards
Emotion

Download
hpe.tki.org.nz/ata-emotions

3

Whakawhanake ruutaki Developing strategies

Finding ways to approach challenges and face and developing strategies to navigate them.

What element are you focusing on?

What is the challenge?

Where does this take place?

What is getting in the way?

How does it make you feel?



4

Te aro ki ngā wero Approaching challenges

Finding ways to approach challenges. Using the Approach cards for a challenge. These cards are used to explore your approach.

What element are you focusing on?

What is the challenge?

How will you approach the challenge?



Developing strategies

Exploring the challenges we face and developing strategies to navigate them.

Approaching challenges

Finding ways to approach challenges.

Timeframe
1-2 lessons

Years
4-10

Format
Individual
or groups

Cards

- Element
- Challenge
- Context
- Impact
- Emotion

Download
[hpe.tki.org.nz/
ata-strategies](http://hpe.tki.org.nz/ata-strategies)

Timeframe
1-2 lessons

Years
4-10

Format
Individual
or groups

Cards

- Element
- Challenge
- Approach

Download
[hpe.tki.org.nz/
ata-approach](http://hpe.tki.org.nz/ata-approach)

5
Taki-mai
Check-in

Noticing how you have faced challenges

What element are you focusing on?

What is the challenge?

What are the things, connections or changes you noticed?

ATA

Check-in

Check-in and notice how you have faced challenges.

6
Kōrero ako
Learning stories

Choose an element to focus on. Then, choose an area where you will apply this focus.

Name _____

Date _____

What element are you focused on? _____

Where is your area of focus? _____

What element are you focused on? _____

Where is your area of focus? _____

My prompt _____

ATA

Learning stories

Plan your learning conferences. Choose an element to focus on. Then, choose an area where you will apply this focus.

Timeframe
1-2 lessons

Years
4-10

Format
Individual or groups

Cards
Element Challenge
Shift

Download
hpe.tki.org.nz/ata-check-in

Timeframe
1-2 lessons

Years
4-10

Format
Individual or groups

Cards
Element Context

Download
hpe.tki.org.nz/ata-stories

1

Timeframe
1-2 lessons

Years
4-10

Format
Individual
or groups

Cards

Element

Puzzle pieces

Download
hpe.tki.org.nz/ata-elements-puzzle

Pangahono huānga Elements puzzle

Explore and understand the elements.

By matching the Puzzle pieces with the correct elements, learners will get to know and understand the names, content and concepts within the framework. Developing a shared language of social and emotional learning will help support learner progress. Learners will also interpret the meaning of the elements using their culture and identity.



Learners will

- Show knowledge of the names, content and concepts of the elements.
- Explore and discuss different perspectives.
- Create interpretations of the elements using their culture and identity.

Ways to use the resource

- For younger learners, use the backs of the **Element** and **puzzle piece cards** as a visual puzzle. Turn over the horizontal strips to reveal the related content for each element.
- Select fewer elements to reduce difficulty.
- Encourage learners to relate the elements in their own way.

Next steps

- Use the **Developing strategies**, **Approaching challenges** and **Learning stories** resources to develop relevant learning experiences.
- Once introduced, elements could be discussed and applied in the context of different Learning areas, e.g. How do we collaborate in Maths?

What you will need

2-10 Element + Puzzle piece cards



Image

What waters are you from? Where do you feel you belong?

2-10 Element puzzle activity sheets

1
Pangahono
Ihuanga
Elements
puzzle

Get to know the elements.
Download the puzzle pieces from www.ata.govt.nz
to create your own puzzle cards to discuss
the meaning.

Element	Image	Description	Whakatauki	Explanation

ATA ANZTA
ANZTA

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Activity

1. Select Elements

Choose which elements you want to explore in this session. The more elements you select, the more challenging the activity will be for learners.

Take the selected elements and their **Puzzle pieces** out of the box.

2. Prepare activity sheets

You'll need to print or photocopy one **Element puzzle activity sheet** for each element you're exploring.

Lay all the activity sheets out and place one **Element card** on each sheet.

3. Puzzle

Shuffle all the **Puzzle pieces** together and then lay them out. Next, the group needs to decide which **Puzzle pieces** go with which elements.

4. Discuss & customise

Using the blank cards or group discussion, encourage the group to interpret the elements using their own words, images, proverbs, references or symbolism from their culture.

2

Timeframe
1-2 lessons

Years
4-10

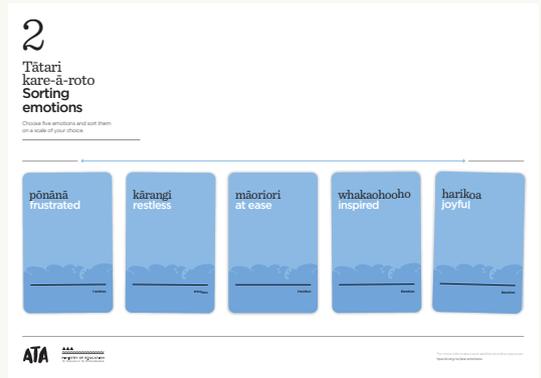
Format
Individual
or groups

Cards
Emotion

Download
hpe.tki.org.nz/ata-emotions

Tātari kare-ā-roto Sorting emotions

Explore emotions and discuss their meaning. Choose Emotion cards and sort them on a scale of your choice, e.g. unpleasant to pleasant, high to low energy, or high to low impact on your lifeforce, focus or energy levels.



Learners will

- Have a deeper understanding of emotions, feelings and moods.
- Build their vocabulary.
- Explore and discuss different perspectives on emotions.
- Develop empathy and insight into their own and others' emotions.
- Develop confidence in expressing their emotions.

Ways to use the resource

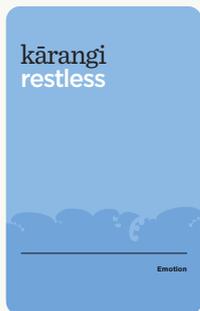
- Change the scale you are sorting by and discuss what has changed and why.
- Take a large set of (curated) **Emotion cards** and work as a group to place them on a scale of your choice.
- Use the base activity, or try the **Game of emotions** gameplay.

Next steps

- Discuss emotions as part of the **Developing strategies** activity.
- Emotion cards can be linked to other existing social and emotional resources and frameworks, e.g. Zones of Regulation™.

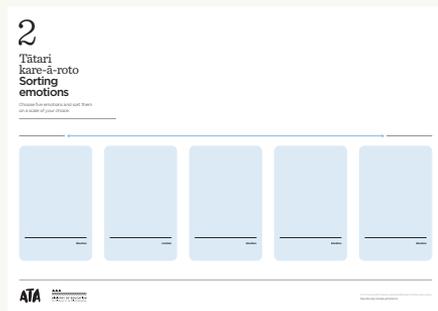
What you will need

Emotion cards



Sorting emotions activity sheet:

One per person/group (not needed for game)



Set up

1. Prepare cards

Add or remove **Emotion** cards to suit the needs, interests, age or developmental stage of learners.

2. Prepare activity sheets

Print or photocopy one **Sorting emotions activity sheet** for each person or group.

Activity

1. Choose emotions

Each learner receives five **Emotion cards**. Either spread the cards out on the table face-up and let the learner(s) select, or shuffle the cards and deal five to each.

2. Sort emotions

Each person or group sorts their **Emotion cards** on an agreed scale, e.g. unpleasant to pleasant, high to low energy, or high to low impact on your life force, focus or energy levels.

Game variant

1. Setup

- Pick someone to be the judge for the first round
- Deal three cards to each player (including the judge) and place the remaining cards face-down in a pile
- Agree a scale on which to sort the cards, e.g. unpleasant to pleasant

- The players sort their three starting cards based on the agreed scale.

2. To play

- The judge reveals a card from the top of the pile
- Moving clockwise, each other player indicates where the new card would fit within their existing set, and explains why
- The judge decides which player provided the best explanation and gives that card to the player to add to their set
- The player to the left of the judge becomes the judge for the next round.

3. To win

Play continues until someone gets six cards in their set.

Discuss & customise

As you go, discuss why the cards (emotions) sit where they do.

3

Whakawhanake rautaki Developing strategies

Timeframe
1-2 lessons

Years
4-10

Format
Individual
or groups

Cards

Element

Challenge

Context

Impact

Emotion

Download

hpe.tki.org.nz/ata-strategies

Explore the challenges we face and develop strategies to navigate them. Create scenarios, identify challenges, and then develop strategies to navigate them using the Element, Challenge, Context, Impact and Emotion cards.

3
Whakawhanake
rautaki
Developing
strategies

Exploring the challenges we face and developing strategies to navigate them.

What element are you focusing on?
He mauri, he wero
Understanding emotions and meeting challenges

What is the challenge?
te noho mārie
being still

Where does this take place?
akomanga
classroom

What is getting in the way?
he wāhi hou
new spaces

How does it make you feel?
kīrangi
restless

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ATTORNEY GENERAL
OFFICE OF THE
INFORMATION COMMISSIONER

Learners will

- Identify and explore areas of focus or interest.
- Identify and explore strengths, weaknesses and areas of improvement.
- Develop a voice and contribute to their learning pathway.
- Develop insight and perspective about understanding different emotions and meeting challenges.
- Develop and apply self-led problem-solving strategies in various scenarios.
- Building a character. Define the character's qualities and challenges using the **Element** and **Challenge cards**. Then, develop strategies for the character as a group e.g. Who is inspirational in your community? What challenge(s) might they face?
- Focus on a particular learner's challenges and strategies.
- Modify the context, impact and emotion to explore different perspectives.
- Using the blank cards or group discussion, come up with new ideas that are not in the pack.

Ways to use the resource

- Introduce the activity as a classwide or group exercise over time to ease into the concepts.
- Rather than beginning with a scenario, you can start with:
 - An idea e.g., a challenge, context, impact or emotion.

Next steps

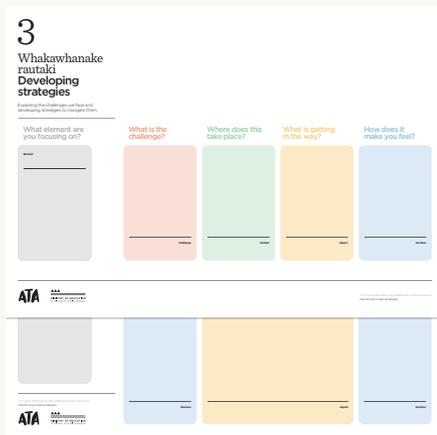
- Teachers can use insights to inform future lesson plans and areas of learning inquiry.
- Use the **Approaching challenges** and **Learning stories** resources to develop relevant learning experiences.
- Once identified, learners can use strategies within relevant Learning areas.

What you will need

Element, Challenge, Context, Impact and Emotion cards.



Developing strategies activity sheets:
One per person or group



Set up

1. Prepare cards

Add or remove **Idea cards** from each pack to suit the age or developmental stage of learners.

2. Prepare activity sheets

Print or photocopy one **Developing strategies activity sheet** (simple or advanced) per person or group.

3. Choose a scenario

It helps to have a challenge, impact, or scenario in mind before you start the activity. This could be something happening in the classroom, something happening in the community, or something else topical. Your scenario may mean you pre-select one or more cards before the activity starts.

Activity

Place cards on the **activity sheet**.

Discuss why each selection was made and how it relates to the other cards. We suggest introducing the card types one set at a time as you work through the steps.

1. Select an element

Select an **Element card** as a primary area of interest or focus.

2. Select a challenge

Select a **Challenge card** you want to explore or overcome.

Each **Challenge card** links to an element (noted on the bottom left of the card). Ideally your **Challenge** and **Element cards** should match.

3. Select a context

Select a **Context card** that represents where this challenge takes place.

4. Select impact(s)

Select one or more **Impact cards** that represent the things that are getting in your way.

5. Select an emotion

Select an **Emotion card** that represents how this challenge makes you feel.

The next two steps relate to the advanced activity sheet only.

6. Select solution impact(s)

Select one or more **Impact cards** that represent the things that could help you overcome this challenge.

7. Select a resolution emotion

Select an **Emotion card** that represents how you would like to feel once you overcome this challenge.

Discuss & customise

Discuss the different ways in which you might approach these challenges.

Document your thoughts and plans in a format that suits you.

Using the blank cards or group discussion, come up with new ideas challenges, contexts, impacts and emotions that are not in the pack.

4

Timeframe
1-2 lessons

Years
4-10

Format
Individual
or groups

Cards

Element

Challenge

Approach

Download
hpe.tki.org.nz/ata-approach

Te aro ki ngā wero Approaching challenges

Finding ways to approach challenges. Using the Element, Challenge and Approach cards, along with the Approaching challenges activity sheet, learners can find ways to approach challenges. Learners can select Approach cards to help them find a starting point, make connections and explore their reasons why. Using this methodology, learners can develop a holistic approach to facing challenges, problem-solving and goal setting.

Learners will

- Explore existing and new areas of focus or interest.
- Identify and explore strengths, weaknesses and areas of improvement.
- Identify a holistic, self-led approach to challenges, problem-solving and goal setting.
- Describe where they are at in their learning and identify what their needs and strategies are.
- Become empowered and resourceful in their learning strategies.
- Develop a voice and contribute to an individual or collective learning pathway.

Ways to use the resource

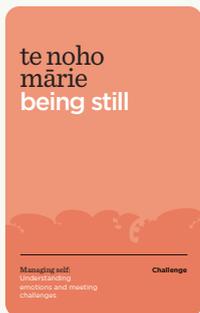
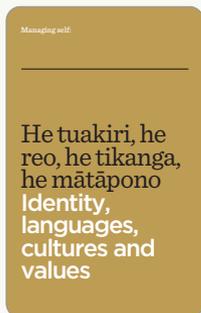
- Use outcomes from the **Developing strategies activity** as a precursor to this exercise.
- Use blank **Ata cards** to develop new challenges or perspectives.
- Capture outputs in a format of your choice.
- As a teacher, reflect on the same questions and compare the perspectives.

Next steps

- Teachers can use insights to inform future lesson plans and areas of learning inquiry.
- Use the strategies developed here in learning conversions using the **Learning stories activity sheets**.
- Follow up on how learners are progressing with the **Check-in activity sheet** and **Shift cards**.

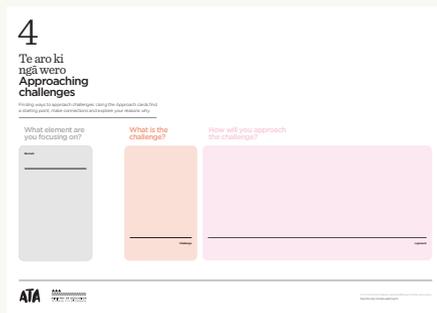
What you will need

Element, Challenge and Approach cards



Approaching challenges activity sheet:

One per person or group



Activity

1. Preparation

Learners should have completed the **Developing strategies** activity or selected a challenge and its related element that they or their group wish to focus on.

2. Prepare activity sheets

You'll need to print or photocopy one **Approaching challenges activity sheet** for each person or group.

3. Defining an approach

Take the pre-selected **Element** and **Challenge cards** and place them on the activity sheet.

Locate the **Approach cards**. Select three questions from the cards that you'd like to explore as part of your approach to this challenge.

4. Discuss & capture

Using the selected approach questions, discuss and capture your responses in a format of your choice.. Based on your responses, develop a plan for approaching the challenge.

5. Customise

Using the questions on the **Approach cards** as a guide, develop and explore factors that will help you approach challenges. Use group discussion and blank **Ata cards** to capture your ideas.

5

Timeframe
1-2 lessons

Years
4-10

Format
Individual
or groups

Cards

Element

Challenge

Shift

Download
hpe.tki.org.nz/ata-check-in

Taki-mai Check-in

Noticing how you have faced challenges. Using the Element, Challenge and Shift cards and the Check-in activity sheet, learners can evaluate how they have approached challenges. Learners can select Shift cards to help them identify the things they have noticed, connections they have made and changes. Using this holistic methodology, learners can modify and strengthen their approach to facing challenges, problem-solving and goal setting.

5
**Taki-mai
Check-in**
Noticing how you have faced challenges

What element are you focusing on?

He mauri, he wero
Understanding emotions and meeting challenges

What is the challenge?

te noho māriri
being still

What are the things, connections or changes you noticed?

He aha ngā mea uaua ki a koe?
What did you find hard?

I pēhea ai tō mahi i te taha o tō tangata koe?
How did you work with other people?

He aha te mea tino whakahi ki a koe?
What are you most proud of?

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ANZTA
NEW ZEALAND
TE Kaitiaki Take Kōwhiri
Te Kaitiaki Take Kōwhiri

Learners will

- Notice, describe and reflect on their achievement and progression.
- Use self-reflection and perspective-taking to modify their approach.
- Identify and explore strengths, weaknesses and areas of improvement.
- Identify a holistic, self-led approach to challenges, problem-solving and goal setting.
- Describe where they are at in their learning and identify what their needs and strategies are.
- Become empowered and resourceful in their learning strategies.
- Develop a voice and contribute to an individual or collective learning pathway.

Ways to use the resource

- Use outcomes from the **Developing strategies** and **Approaching challenges** activities as precursors to this exercise.
- Use blank **Ata cards** to develop new challenges or perspectives.
- Capture outputs in a format of your choice.
- As a teacher, reflect on the same questions and compare the perspectives.

Next steps

- Teachers can use insights to modify future lesson plans and areas of learning inquiry.
- Use the strategies developed here in learning conversions using the **Learning stories activity sheets**.
- Repeat the process over time to notice and respond to ongoing changes.

Activity

1. Preparation

Learners should have completed the **Approaching challenges** activity. Additionally, students may have completed **Shift check-in** activity at least once.

2. Prepare activity sheets

You'll need to print or photocopy one **Check-in activity sheet** for each person or group.

3. Checking-in

Take the pre-selected **Element** and **Challenge cards** used during the approaching challenges activity and place them on the **Check-in activity sheet**.

Locate the **Shift cards**. Select three questions from the cards that you'd like to explore as part of your check-in on this challenge.

4. Discuss & capture

Using the selected **Shift** questions, discuss and capture your responses in a way and format of your choice. Based on your responses, modify the plan for approaching the challenge.

5. Customise

Using the questions on the **Shift cards** as a guide, develop and explore factors that will help strengthen your approach to challenges. Use group discussion and blank **Ata cards** to capture your ideas.

6

Timeframe
1-2 lessons

Years
4-10

Format
Individual
or groups

Cards

Element

Context

Download
hpe.tki.org.nz/ata-stories

Kōrero ako Learning stories

Using the Elements to
guide learning conversations.

Plan your learning conversations. Use the Element cards to help decide on an area of focus. Use the Context cards to decide where to apply this focus. Use the Learning stories activity sheets to guide your learning conversations with other students, class, teachers and whānau.

6
Kōrero ako
Learning stories

Choose an element to focus on. Then, choose an area where you will apply this focus.

Name _____
Date _____

What element are you focused on?	Where is your area of focus?	What element are you focused on?	Where is your area of focus?
<p>He tūrangawaewae Connection to place</p>	<p>akomanga classroom</p>	<p>Ho tuakiri, he no, he tikanga, he mītapono Identity, languages, cultures and values</p>	<p>kapa haka cultural group</p>
My prompt _____	My prompt _____	My prompt _____	My prompt _____

ATA ANZTA
THE ASSOCIATION OF TĀHĀPŪA TEACHERS

Learners will

- Notice, describe and reflect on their learning.
- Develop a self-led approach to goal setting.
- Identify and explore strengths, weaknesses and areas of improvement.
- Describe where they are at in their learning and identify what their needs and strategies are.
- Become empowered and resourceful in their learning strategies.
- Develop a voice and contribute to an individual or collective learning pathway.

Ways to use the resource

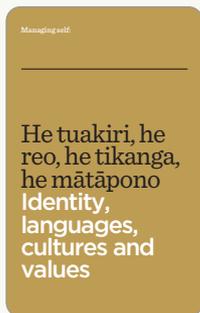
- Use outcomes from the **Developing strategies, Approaching challenges** and **Check-in** activities as a precursor to this exercise.
- Work individually or in groups to identify, record and discuss focus areas.
- Capture outputs in a format of your choice.
- Use blank **Ata cards** to capture new contexts.
- As a teacher, reflect on the chosen focus areas and compare the perspectives.

Next steps

- Use insights to design or modify future lesson plans and areas of learning inquiry.
- Use the focus areas and contexts explored in this activity as reference points for future check-ins.
- Repeat the process over time to notice and respond to ongoing changes.

What you will need

Element and Context cards



Learning stories activity sheets:

One per person or group

6
Kōrero ako
Learning stories

Choose an element to focus on. Then, choose an area where you will focus on it.

Name _____
Date _____

What element are you focused on?	Where is your area of focus?	What element are you focused on?	Where is your area of focus?
My prompt	My prompt	My prompt	My prompt

ATA TEACHING AND TRAINING AGENCY

6
Kōrero ako
Learning stories

Choose an element to focus on. Then, choose an area where you will focus on it.

What element are you focused on?

Where is your area of focus?

Name _____
Date _____

My prompt	My prompt	My prompt	My prompt

ATA TEACHING AND TRAINING AGENCY

Activity

1. Preparation

Although it is not essential, it can be helpful if learners have completed the **Elements puzzle** and **Developing strategies activities** at least once.

2. Prepare activity sheets

You'll need to print or photocopy one **Learning stories activity sheet** for each student or group. There are two formats of the activity sheet: two focus areas and four focus areas. Choose the format that suits your learners best.

3. Chose a focus area

Choose which element(s) you want to focus on.

4. Choose a context

Choose context(s) where you will focus them.

5. Plan & capture

Ahead of your learning conversation, explore how you might approach this focus area in your chosen context. Capture ideas in the form of keywords or prompts that you could use when presenting your **Learning stories**. Record these prompts in the provided space on the activity sheet.

Use ideas from the **Developing strategies** activity to help, if completed.

6. Present

Using the **Learning stories activity sheet**, and your chosen **Element** and **Context cards**, present your learning stories, describing your approach and what you hope to achieve.

7. Customise

Use group discussion and blank **Ata cards**, make your own **Context cards** that are relevant to your chosen element or focus area.

Rauemi matihiko

Digital materials

All the resources are available in downloadable and printable form at: hpe.tki.org.nz/ata



Cards

Downloadable and printable versions of all the cards.



Activity sheets

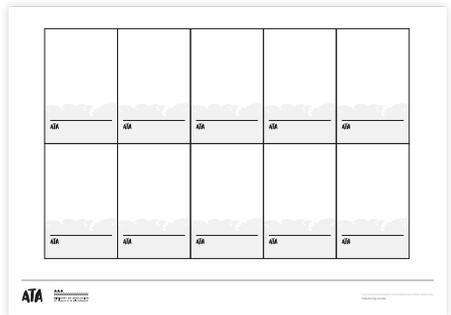
Downloadable and printable versions of the activity sheets.

Hangaia tāu ake Create your own



Connect with your wider learning community

Through dialogue with ākongā and your wider community, tailor the **Ata** resource to become an expression of your community and school values.



Blank cards

Using group discussion, come up with new elements, ideas and perspectives that are not in the pack. Then, create your own cards using the downloadable, blank templates at hpe.tki.org.nz/ata.

He tautoko, he kupu āwhina hoki **Support and advice**

Learning experiences dealing with mental health and wellbeing should be developed and implemented sensitively. If concerns or issues arise, be guided by your kura or school's policies on wellbeing.

If you need support or advice, you can talk to those around you, talk to other teachers, colleagues or principals, or contact the Ministry of Education.

He rangahau Research

The critical importance of social and emotional learning

Research shows that Social and Emotional Learning (SEL) improves achievement and increases prosocial behaviours (such as kindness, sharing, and empathy), improves learner attitudes toward school, reduces depression and stress among learners, and improves learners' academic performance.

When a learner knows that their feelings will be heard and respected, it'll be easier for them to learn.

Culturally responsive practice

Culturally responsive teaching practice requires a reciprocal approach negotiated with local communities based on mutual learning and respect for tikanga, customs, traditions and ways of being that matter to each learner. When teachers introduce content and contexts that include cultural perspectives, they are more likely to provide an environment that

will allow learners to connect and learn. This practice will enable teachers to better understand all learners' languages, identities, cultures, and values and, therefore, support decision-making for effective teaching design and teaching practices.

Inclusive practice

Children and young people learn best when they feel accepted and connected, enjoy positive relationships with friends and teachers, and are active, visible members of their learning community.

Ata puts inclusion at the heart of all learning. Inclusive teaching encourages models and explores inquiry, curiosity, fairness, social justice, honesty, responsibility and acting ethically. It fosters character qualities in our tamariki of joy, happiness, love, excitement and humility.

He pātai he auau te ui mai Common questions

What are the elements, and how were they made?

There are 10 elements: Five that expand on the Relating to others key competency and five for the Managing self key competency. We created the elements using leading research, both here in Aotearoa New Zealand and internationally, through collaborating with kaiako, whānau and ākonga, school leaders and experts.

What is Social and Emotional Learning (SEL)?

SEL describes the connections, relationships, skills, attitudes and feelings that help learners succeed in school, work and life. Social and Emotional Learning frames identity, languages and culture as enhancing learners' ways of knowing, understanding, and dealing effectively with daily tasks and challenges. Therefore, SEL is most effective when it is part of everyday classroom life.

How did we get here?

The evidence to support social and emotional learning theories comes from neuroscience, psychology, education and lived experiences. To understand where SEL sits within the context of Aotearoa New Zealand, we started by exploring two of the key competencies in *The New Zealand Curriculum*.

Is my class ready for this type of learning?

See 'Before you start' on page 1 of this booklet.

Why would I use this resource?

This collection of activities prepare ākonga to be able to participate in learning experiences; they also increase their capacity to learn.

How does this fit?

While these resources can be used as focused activities, they are intended to be integrated into key areas of learning across the curriculum. So be creative with the resources and make them work for you.

Is there an order that I should use the resources?

There is no particular order to the activities. However, some activities have recommended prerequisites — these are not essential as long as the right level of introduction and context is provided to ākonga before you begin.

Why is this important?

Ākonga learn best in positive learning environments that nurture their languages, identities, cultures, social, emotional and cognitive skills. Each learner has unlimited potential and is inherently capable of achieving success — this is enabled by creating the right environment. Learners do better when they feel like they belong, are connected and are allowed to be themselves.

Where to from here?

We have provided recommendations for follow-up activities in the next steps section of the support materials.





About the artwork

Illustrated by Johnson Witehira
Tamahaki | Ngāti Hinekura | Ngāpuhi | Ngāi Tu Te Auru

Te Taiao or the natural world is used as the foundation of the Element puzzle. The 10 elements — from Connections to place through to Self-determination — are illustrated using metaphors such as atua or karearea in flight (respectively). These links emphasise the meaning behind the key competencies and elements and their connection to the world around us. These concepts are woven through the resources, from the box design to the format of the activities.



ATA

**BIG STUFF
& TRICKY
THINGS**

Ata is a word rich with meaning. It can mean the dawn, which talks broadly about Ranginui the Sky Father and Papatūānuku the Earth Mother creation story, and our appearance as tāngata into the world of light, Te Ao Mārama and the world of enlightenment. The new day as a metaphor also talks about new opportunities. Ata can also mean reflection or reflected image — this relates to the social and emotional learning mahi, in that the resource, imagery and kōrero provoke thought, conversation and reflection.

Big stuff & tricky things. A playful reference to the fact that exploring social and emotional learning can be a tricky but rewarding journey.

The Ata box artwork is inspired by designs of traditional waka huia, papa hou or treasure boxes. The intricate illustrations are treasures in their own right — they are indicative of the rich and rewarding journeys that the resources inside can enable.

Ngā mihi ki Credits

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