



# OHO

THIS  
IS ME

Teacher Support Material

# OHO

THIS  
IS ME

**Oho** is a collection of cards and activities for teaching and learning that supports social and emotional learning. By exploring the connections between ourselves, and the world, ākonga can develop skills, strategies and knowledge that help them be culturally and socially located as unique and connected individuals.

Using these resources to explore these relationships helps ākonga build awareness of their whakapapa and develop a stronger sense of identity and belonging within themselves and in their whānau, their classrooms and learning communities.

The resources also help teachers connect with ākonga, whānau and communities to inform relevant and equitable learning design.

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 **Oho** 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/oho](http://hpe.tki.org.nz/oho)

## **Before you start**

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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

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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

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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**

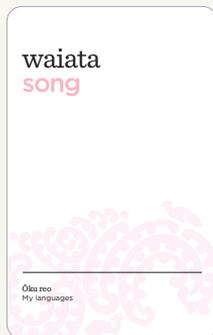
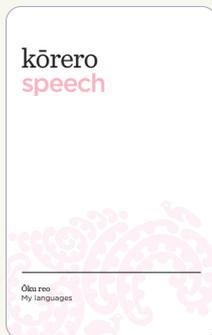
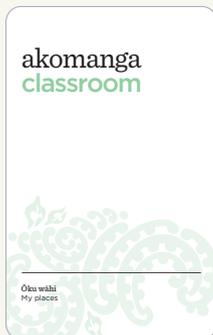
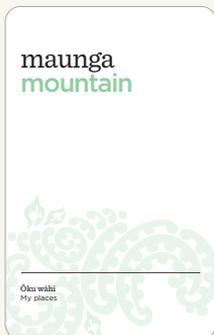
He ihumanea, he toa  
**Intuition and bravery**

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



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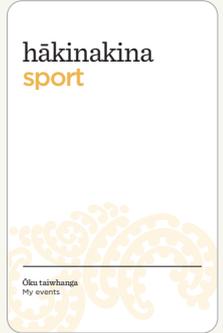
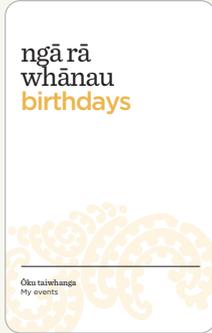
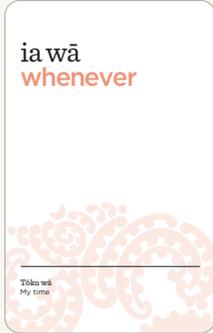
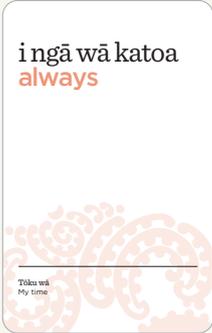
## My places cards

The places that are important to us.

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## My languages cards

The ways we communicate.

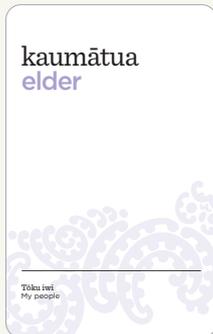
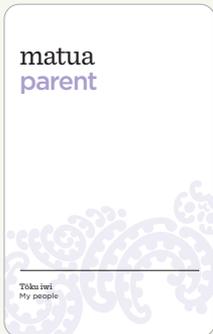


### **My time cards**

Significant moments in our lives.

### **My events cards**

The happenings in life that shape who we are and who we become.



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### My people cards

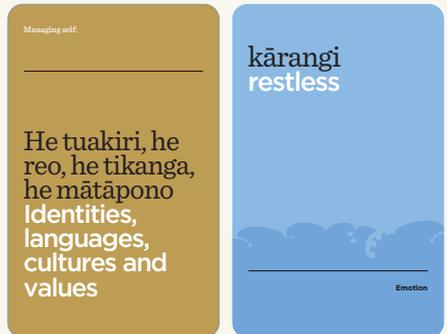
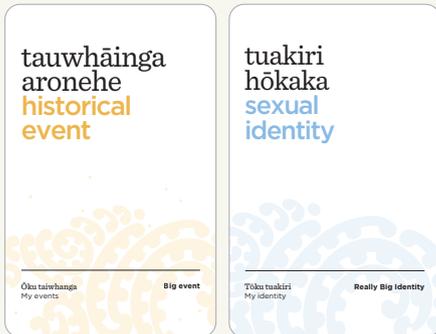
The people who inspire and guide us.

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### My identity cards

What makes you — you!

# 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 and Really Big cards

Big cards contain more advanced themes that are suitable for learners year five and over. Really Big cards feature complex ideas. Teachers should introduce these cards to the classroom with careful consideration.

## Ata

The **Ata** resource collection can be used with this resource. Download and print the cards or find out how to get your own pack at [hpe.tki.org.nz/ata](http://hpe.tki.org.nz/ata).

# Ngā mahi Activities

## Support structures

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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 development, iwi engagement, whānau involvement, community connections, and shared values in the place of learning. These relationships matter.

## Creating a safe space

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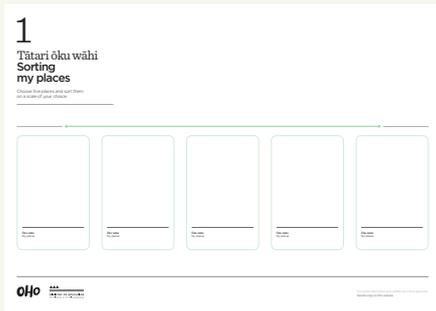
Using this resource requires a culture of care and warmth that respects and reflects the diversity of every classroom, including the languages, values, beliefs, and cultural capital of ākongā in their place of learning.

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

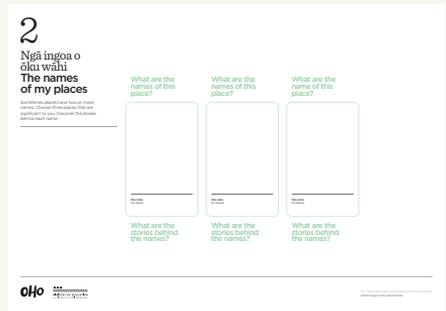
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- Brainstorm with your groups or class, being open to all kinds of ideas
- Enquire further about the things ākonga share
- Take time to listen and understand the child or young person
- Identify how people are both the same and different, using these 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.



## Sorting my places

Explore the places that are important to you. Choose five places and sort them on a scale. There's also a gameplay version.



## The names of my places

Explore the names of the places that are important to you. Discover the stories behind each name.

**Timeframe**  
1-2 lessons

**Years**  
4-10

**Format**  
Individual  
or groups

**Cards**  
My places

**Download**  
[hpe.org.nz/  
oho-places](https://www.hpe.org.nz/oho-places)

**Timeframe**  
1-2 lessons

**Years**  
4-10

**Format**  
Individual  
or groups

**Cards**  
My places

**Download**  
[hpe.org.nz/  
oho-placenames](https://www.hpe.org.nz/oho-placenames)

**3**  
**Pehea tōku whakawhitiwhiti kōrero**  
**How I communicate**

How do you like to receive information?  
 How do you like to give information?  
 How do you think or talk to yourself?

**OHO** OHIO HUMAN PERFORMANCE EDUCATION

**4**  
**Tāku tūranga i te wā**  
**My place in time**

Where did or will this take place?  
 When did or will this take place?  
 Who was or will be involved?  
 How did or will this make you feel?

**OHO** OHIO HUMAN PERFORMANCE EDUCATION

### How I communicate

We communicate in many different ways. Explore the ways you like to give and receive information and think or talk to yourself.

### My place in time

Explore the connections between place, time, people and emotion and how they influence our perspectives and approach to learning.

**Timeframe**  
1-2 lessons

**Years**  
4-10

**Format**  
Individual or groups

**Cards**

My languages

**Download**  
[hpe.tki.org.nz/ofo-languages](http://hpe.tki.org.nz/ofo-languages)

**Timeframe**  
1-2 lessons

**Years**  
4-10

**Format**  
Individual or groups

**Cards**

OHO

ATA

My people

Emotion

My places

My time

**Download**  
[hpe.tki.org.nz/ofo-placeintime](http://hpe.tki.org.nz/ofo-placeintime)

5

**Ngā wā nui o tōku ora  
Important life moments**

Discover how the events and encounters  
shape who you are and who you are becoming.

Choose an event.

Blank box for choosing an event.

When did or will  
this take place?

Blank box for when the event took or will take place.

What was or is  
significant about  
this event?

Blank box for what was or is significant about the event.

How did or  
would this make  
you feel?

Blank box for how the event made or would make the user feel.

How has it  
shaped or will  
it shape who  
you are?

Blank box for how the event has shaped or will shape who the user is.

OHO e ATA

OHIO  
THIS IS ME

6

**Ko au tēnei –  
tōku tuakiri  
This is me –  
my identity**

Identity is about who you are.  
It's about what makes you who you  
are. Discover how the events and encounters  
shape who you are and who you are becoming.

Why is this an  
important part  
of who you are?

Blank box for why this is an important part of who the user is.

How does this  
make you feel  
and why?

Blank box for how this makes the user feel and why.

OHO e ATA

OHIO  
THIS IS ME

**Important life moments**

Discover how the events we encounter shape who we are.

**This is me – my identity**

Identity is about who you are. It is about what makes you – you!

**Timeframe**

1-2 lessons

**Years**

4-10

**Format**

Individual  
or groups

**Cards**

OHO

ATA

My events

Impact

My identity

Emotion

My time

**Timeframe**

1-2 lessons

**Years**

4-10

**Format**

Individual  
or groups

**Cards**

OHO

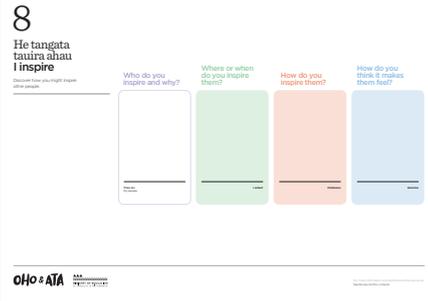
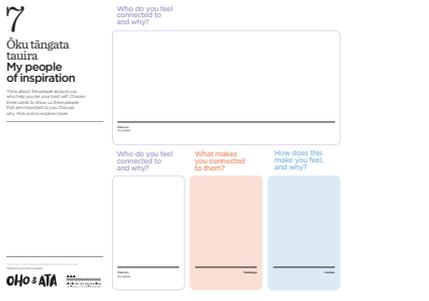
ATA

My identity

Emotion

**Download**

[hpe.tki.org.nz/  
oho-identity](http://hpe.tki.org.nz/oho-identity)



### My people of inspiration

People of inspiration can help us identify what we value — they can also inspire us to bring those values to life.

### I inspire

Discover how you might inspire other people.

**Timeframe**  
1-2 lessons

**Years**  
4-10

**Format**  
Individual or groups

**Cards**  
OHO    ATA

My people    Emotion    Challenge

**Download**  
[hpe.tki.org.nz/oho-people](http://hpe.tki.org.nz/oho-people)

**Timeframe**  
1-2 lessons

**Years**  
4-10

**Format**  
Individual or groups

**Cards**  
OHO    ATA

My people    Emotion    Challenge    Context

**Download**  
[hpe.tki.org.nz/oho-i-inspire](http://hpe.tki.org.nz/oho-i-inspire)

**9**

**Tōku whānau**  
tino motuhake  
**My unique whānau**

Choose six aspects of your whānau culture that are unique to you.

How are the places that matter to you represented?

What are the important languages of your whānau?

What is a significant time in history for your whānau?

How does your whānau celebrate?

Who has been significant to your whānau?

What are your whānau values or beliefs?

oHo

**10**

**Tōku whānau**  
i tōku kura  
**My whānau in my place of learning**

How are your whānau and culture currently represented in your place of learning?

How could your whānau and culture be represented in your place of learning in the future?

oHo

## My unique whānau

Choose and discuss six aspects of your whānau culture that are unique.

## My whānau in my place of learning

Explore the ways culture is and could be represented in your place of learning.

**Timeframe**  
1-2 lessons

**Years**  
4-10

**Format**  
Individual or groups

**Cards**

My places

My languages

My time

My events

My people

My identity

**Download**  
[hpe.tki.org.nz/oHo-unique](http://hpe.tki.org.nz/oHo-unique)

**Timeframe**  
1-2 lessons

**Years**  
4-10

**Format**  
Individual or groups

**Cards**

My places

My languages

My time

My events

My people

My identity

**Download**  
[hpe.tki.org.nz/oHo-whānau](http://hpe.tki.org.nz/oHo-whānau)

# 11

## Tōku ahurea i tōku kura My culture in my place of learning

Open-ended questions of places, people, things and experiences that you have been exposed to in your community and how they relate to your place of learning.

How are the places that matter to you represented?

Name \_\_\_\_\_

How is your voice heard?

Name \_\_\_\_\_

When are your whānau goals or aspirations shown?

Name \_\_\_\_\_

What events shape the culture?

Name \_\_\_\_\_

Who are people of inspiration in your whānau or community?

Name \_\_\_\_\_

What aspects of your identity are visible?

Name \_\_\_\_\_



## My culture in my place of learning

How does your learning community acknowledge and celebrate the individual cultures where you learn?

**Timeframe**  
1-2 lessons

**Years**  
4-10

**Format**  
Individual  
or groups

### Cards

- My places
- My languages
- My time
- My events
- My people
- My identity

**Download**  
[hpe.tki.org.nz/  
ofo-culture](http://hpe.tki.org.nz/ofo-culture)

# Ko tā te ākonga he Learners will

- 
- Explore the personal and wider cultural connections between place, language, time, events, people and identity.
  - Express and listen to ideas confidently.
  - Describe themselves in relation to the groups within their class and to the whole class.
  - Explore and discuss similarities and differences and how they contribute to the unique whānau, culture and identities of each class member.
  - Identify personal strengths of theirs and others.
  - Develop a deeper understanding of their whānau and personal histories.
  - Investigate the factors that shape our identities and how.
  - Identify different ways identities, languages, cultures and values are and could be represented in learning communities.

# He ara whakamahi i te rauemi

## Ways to use the resource

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- Connect this activity to Enriching Local Curriculum (ELC) by exploring the names of the places you visit.
- Centre these activities around relevant global, national or community places, events or themes.
- Try the activities as an individual, as a small group and as a whole class.
- Use the resources at home to get a deeper understanding of whānau culture.
- Capture outputs in a format of your choice.
- Use insights from these conversations in your learning design.

# 1

**Timeframe**  
1-2 lessons

**Years**  
4-10

**Format**  
Individual  
or groups

**Cards**  
My places

**Download**  
[hpe.tki.org.nz/oho-places](http://hpe.tki.org.nz/oho-places)

## Tātari ōku wāhi Sorting my places

Explore the places that  
are important to you.

Choose My places cards and sort them on a scale of your choice, e.g. significance, belonging or how much they contribute to your whānau culture or your identity. Position places of higher significance to the right.

**1**  
Tātari ōku wāhi  
Sorting  
My places

Choose 10 places and sort them  
on a scale of your choice.

<b>akomanga</b> classroom	<b>tātahi</b> beach	<b>maunga</b> mountain	<b>wao</b> forest	<b>wā kīanga</b> home
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**oho** OHIO  
THIS IS ME

## Ways to use the resource

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

## Discuss & customise

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- As you go, discuss why the cards (places) sit where they do, e.g. why is one more significant than the other?

## Next steps

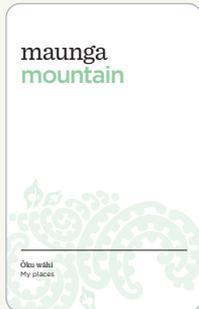
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- Discuss your places as part of the **Names of my places** or **My place in time** activities.

## What you will need

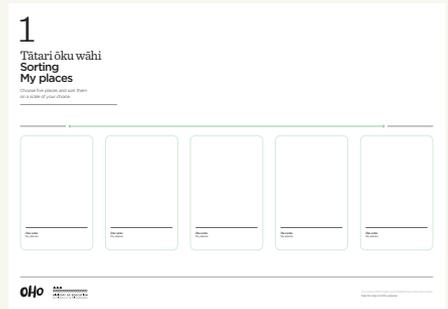
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### My places cards



### Sorting my places activity sheet:

One per person or group (not needed for game)



## Set up

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### 1. Prepare cards

Add or remove **My places cards** to suit the context of your classroom.

### 2. Prepare activity sheets

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

## Activity

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### 1. Choose places

Each learner receives five **My places 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 places

Each person or group sorts their **My places** cards on an agreed scale, e.g. significance or how much they contribute to your whānau culture or your identity. Position places of higher significance to the right.

## Game variant

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### 1. Set up

- 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. significance (position places of higher significance to the right).
- 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.

# 2

**Timeframe**  
1-2 lessons

**Years**  
4-10

**Format**  
Individual  
or groups

**Cards**  
My places

**Download**  
[hpe.tki.org.nz/oho-placenames](http://hpe.tki.org.nz/oho-placenames)

## Ngā ingoa o ōku wāhi The names of my places

Explore the names of the places that are important to you.

Sometimes places have two or more names. Names could be in te reo Māori, English or other languages too. Discover the stories behind each name using the My places cards and The names of my places activity sheets. Choose three places that are significant to you. Discover the stories behind each name.

2  
Ngā ingoa o  
ōku wāhi  
The names  
of my places

Sometimes places have two or more names. Choose three places that are important to you. Discover the stories behind each name.

<p>What are the names of this place?</p> <p>tātahi beach</p> <p>Answer</p>	<p>What are the names of this place?</p> <p>maunga mountain</p> <p>Answer</p>	<p>What are the names of this place?</p> <p>wao forest</p> <p>Answer</p>
<p>What are the stories behind the names?</p>	<p>What are the stories behind the names?</p>	<p>What are the stories behind the names?</p>

oho Te Kaitiaki Take Kōwhiri  
Māori o Aotearoa

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### **Ways to use the resource**

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- Learners might have grown up somewhere different to where they live now. Prompt them to think about the places that matter to them most.
- Discuss what makes these places so special.

### **Discuss & compare**

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- Research the names of the places. Discover the different stories behind the names. Discuss and compare your findings with the group or classroom.

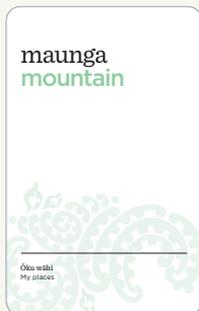
### **Next steps**

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- Discuss your places as part of the **Sorting my places** or **My place in time** activities.

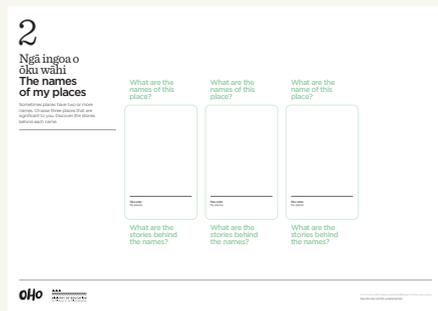
## What you will need

My places cards



The name of my places activity sheet:

One per person or group



## Activity

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### 1. Prepare cards

Add or remove **My places cards** to suit the context of your classroom.

### 2. Prepare activity sheets

Print or photocopy one **The names of my places activity sheet** for each person or group.

### 3. Choose places

Each learner selects three **My places cards** that represent places of significance to them. Spread the cards out on the table face-up and let the learner(s) select.

# 3

**Timeframe**  
1-2 lessons

**Years**  
4-10

**Format**  
Individual  
or groups

**Cards**

My languages

**Download**

[hpe.tki.org.nz/oho-languages](http://hpe.tki.org.nz/oho-languages)

# Pēhea tōku whakawhitiwhiti kōrero How I communicate

Explore the ways you like to give  
and receive information.

We communicate in many different  
ways. Using the My language cards  
and How I communicate activity  
sheet, explore how you like to give  
and receive information and think  
or talk to yourself.

3

Pēhea tōku  
whakawhitiwhiti  
kōrero  
How I  
communicate

Use your language cards to help yourself.  
Choose three cards that best  
tell how you communicate.

How do you  
like to receive  
information?

How do you  
like to give  
information?

How do you  
think or talk  
to yourself?

whakaahua  
image

kōrerorero  
chat

kupu  
words

oho  
OHIO COMMUNICATIONS  
www.tki.org.nz

<https://www.tki.org.nz/oho-languages>

## Ways to use the resource

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- Identify aspects of language and communication that students want to learn more about.
- Take a selection of **My languages cards** and place them on a scale of your choice.
- Discuss the reasons why the cards (forms of communication) sit where they do. Why is one better or worse than the other in a particular context?

## Discuss & compare

---

- Explore the different perspectives and ideas around languages and communication. Then, discuss and compare your findings with the group or classroom.

## Next steps

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- Discuss Identity, language, culture and values as part of the **My unique whānau**, **My whānau in my place of learning** and **My culture in my place of learning activities**.

## What you will need

---

My language cards



How I communicate activity sheet:

One per person or group



## Activity

---

### 1. Prepare cards

Add or remove **My languages cards** to suit the context of your classroom.

### 2. Prepare activity sheets

Print or photocopy one **How I communicate activity sheet** for each person or group.

### 3. Choose languages

Each learner selects three **My languages cards** that represent how they:

- Like to receive information.
- Like to give information.
- Think or talk to themselves.

Spread the cards out on the table face-up and let the learner(s) select.

# 4

**Timeframe**  
1-2 lessons

**Years**  
4-10

**Format**  
Individual  
or groups

**Cards**

Oho

My places

My time

My people

Ata

Emotion

**Download**

[hpe.tki.org.nz/oho-placeintime](http://hpe.tki.org.nz/oho-placeintime)

## Tāku tūranga i te wā My place in time

Explore the connections between place, time, people and emotion.

Using the Oho My places, My time and My people cards, the Ata Emotions cards, and the My place in time activity sheet, explore the connections between place, time, people and emotion and how they influence our perspectives on and approach to learning.

## Ways to use the resource

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- If you don't have the **Ata** resource, download and print the cards from [hpe.tki.org.nz/ata](http://hpe.tki.org.nz/ata) or use the blank **Oho cards** to create your own.
- Learners might have grown up somewhere different to where they live now. Prompt them to think about the places that matter to them most.
- To focus this activity on a more specific learning experience, substitute the **Oho My places cards** with the **Ata Context cards**.

## Discuss & compare

---

- Explore the different perspectives and ideas around time, place, people and emotion. Then, discuss and compare your findings with the group or classroom.
- What was, is or will be significant about that point in time?
- What makes these places so special? How do they make you feel? What do they look like? What are the sights and smells?
- What role do the people play?
- What significance does your emotional response play?

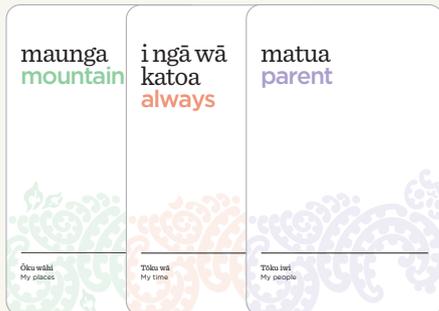
## Next steps

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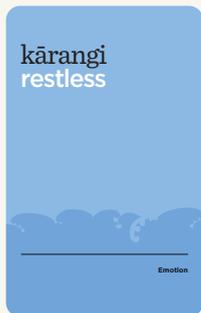
- Explore other aspects of Connection to place and Identities, languages, cultures and values with the **Sorting my places**, **The names of my places**, **My unique whānau**, **My whānau in my place of learning** and **My culture in my place of learning activities**.

## What you will need

Oho My places, My time and My people cards.



Ata Emotions cards.



My place in time activity sheet:

One per person or group



## Activity

---

### 1. Prepare cards

This activity uses a combination of **Oho** and **Ata** cards. Add or remove **My places**, **My time**, **My people** and **Emotions (Ata)** cards to suit the context of your classroom.

### 2. Prepare activity sheets

Print or photocopy one **My place in time activity sheet** for each person or group.

Choose something that has been on your mind lately. Maybe it's something you've done, you want to do, want to find more about or something that is requiring focus.

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.

### 3. My places

Select a **My places card** that represents where this did or might take place.

### 4. My time

Select a **My time card** that represents when this did or might take place.

### 5. My people

Select a **My people card** that represents who was or might be involved.

### 6. Emotion

Select an **Ata Emotion card** that represents how this did or might make you feel.

# 5

**Timeframe**  
1-2 lessons

**Years**  
4-10

**Format**  
Individual  
or groups

**Cards**  
Oho

My events

My time

My identity

Ata

Impact

Emotion

**Download**

[hpe.tki.org.nz/oho-moments](http://hpe.tki.org.nz/oho-moments)

## Ngā wā nui o tōku oranga Important life moments

Explore how important events in our lives have shaped our identities.

Using the Oho My events, My time and My identity cards, the Ata Impact and Emotion cards, and the Important life moments activity sheet, explore how events and our responses to them have shaped who we are.

5

Ngā wā nui o tōku oranga  
Important life moments

Choose an event that has been particularly meaningful to you or your whānau.

Choose an event.

ngā rā whānau  
birthdays

When did or will this take place?

ākuanei  
soon

What was or is significant about this event?

tūhononga  
connection

How did or would this make you feel?

tino hari  
ecstatic

How has it shaped or will it shape who you are?

tōiora  
wellbeing

OHO & ATA

## Ways to use the resource

---

- If you don't have the **Ata** resource, download and print the cards from [hpe.tki.org.nz/ata](http://hpe.tki.org.nz/ata) or use the blank **Oho cards** to create your own.
- Use significant events that took place in your region or community.

## Discuss & compare

---

- Explore the different perspectives and ideas around events, impacts, emotions and identity. Then, discuss and compare your findings with the group or classroom.

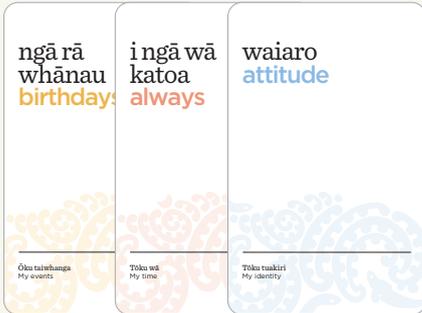
## Next steps

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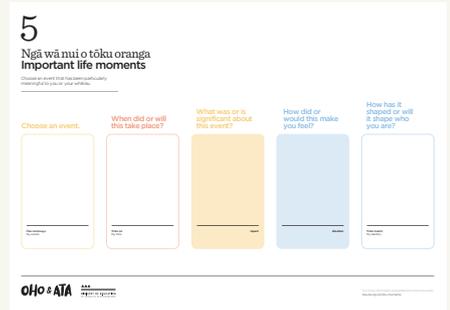
- Explore other aspects of Identities, languages, cultures and values with activities such as **My unique whānau**, **My whānau in my place of learning** and **My culture in my place of learning**.

## What you will need

Oho My events, My time and My identity cards.



Important life moments activity sheet:  
One per person or group



Ata Impact and Emotion cards.



## Activity

---

### Prepare cards

This activity uses a combination of **Oho** and **Ata cards**. Add or remove **My events**, **My time**, **Impact (Ata)**, **Emotions (Ata)** and **My identity cards** to suit the context of your classroom.

### Prepare activity sheets

Print or photocopy one **Important life moments activity sheet** for each person or group.

Choose an event that is particularly meaningful to you or your whānau. For example, it might be something that has been on your mind lately. Maybe it's something you've done, something you want to do, something you want to find more about or something that is requiring focus.

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. My events

Select a **My events card** that represents a meaningful event.

### 2. My time

Select a **My time card** that represents when this did or will take place.

### 3. Impact

Select an **Impact card** that represents what was or will be significant about this event.

### 4. Emotion

Select an **Emotion card** that represents how this did or might make you feel.

### 5. My identity

Select a **My identity card** that represents how this has shaped or will shape who you are.

# 6

**Timeframe**  
1-2 lessons

**Years**  
4-10

**Format**  
Individual  
or groups

**Cards**  
Oho

My identity

Ata

Emotion

**Download**  
[hpe.tki.org.nz/oho-identity](http://hpe.tki.org.nz/oho-identity)

## Ko au tēnei – tōku tuakiri This is me – my identity

Identity is about who you are.  
It is about what makes you – you!  
Using the Oho My identity cards,  
the Ata Emotion cards, and the  
This is me – my identity activity  
sheet explore the unique things  
that make you – you!

6

Ko au tēnei –  
tōku tuakiri  
This is me –  
my identity

Identity is about who you are.  
It is about what makes you – you!  
Choose a card that represents how  
you feel, then choose an Ata  
Emotion card that represents how  
it makes you feel.

Why is this an  
important part  
of who you are?

How does this  
make you feel  
and why?

whakapono  
beliefs

whakahi  
proud

OHO & ATA

ATA  
ATĀ  
EMOTION CARDS

<http://www.hpe.tki.org.nz/oho-identity>

## Ways to use the resource

---

- If you don't have the **Ata** resource, download and print the cards from [hpe.tki.org.nz/ata](http://hpe.tki.org.nz/ata) or use the blank **Oho cards** to create your own.

## Discuss & compare

---

- Explore the different perspectives and ideas around identity and emotions. Why is this an important part of who you are? How does this make you feel, and why? Then, discuss and compare your findings with the group or classroom.

## Next steps

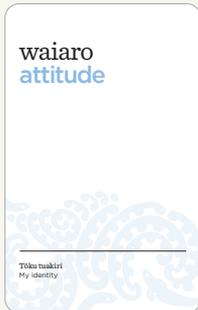
---

- Explore other aspects of Identities, languages, cultures and values with activities such as **Important life moments**, **My unique whānau**, **My whānau in my place of learning** and **My culture in my place of learning**.

## What you will need

---

Oho My identity cards.



Ata Emotion cards.



This is me – my identity activity sheet:

One per person or group



## Activity

---

### 1. Prepare cards

This activity uses a combination of **Oho** and **Ata cards**. Add or remove **My identity** and **Emotions cards** to suit the context of your classroom.

### 2. Prepare activity sheets

Print or photocopy one **This is me** — **my identity activity sheet** for each person or group.

Choose an **Oho My identity card** that you connect with, then choose an **Ata Emotion card** representing how it makes you feel.

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

### 1. My identity

Select a **My Identity card** that represents an important part of who you are.

### 2. Emotion

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



# Ōku tāngata tauira My people of inspiration

**Timeframe**  
1-2 lessons

**Years**  
4-10

**Format**  
Individual  
or groups

**Cards**  
Oho

My people

Ata

Emotion

Challenge

**Download**  
[hpe.tki.org.nz/oho-people](http://hpe.tki.org.nz/oho-people)

The people around us who help us to be our best selves. Who do you look up to? People can inspire us to identify what we value and bring those values to life. Using the My people cards and My people of inspiration activity sheet, explore the people of inspiration from your past, present and future who are important to you. Then choose one to explore further, using the Ata Challenge and Emotion cards, to understand how they help you and make you feel.



## Ways to use the resource

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- If you don't have the **Ata** resource, download and print the cards from [hpe.tki.org.nz/ata](http://hpe.tki.org.nz/ata) or use the blank **Oho cards** to create your own.

## Discuss & compare

---

- Explore the different perspectives and ideas around people of inspiration and connections. Then, discuss and compare your findings with the group or classroom.

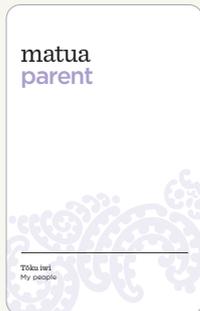
## Next steps

---

- Explore other aspects of whānau and identity with activities such as **My place in time**, **I inspire**, **My unique whānau** and **My whānau in my place of learning**.

## What you will need

Oho My people cards.

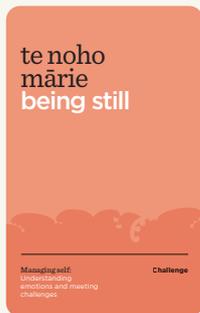


My people of inspiration activity sheet:

One per person or group



Ata Challenge and Emotion cards.



## Activity

---

### 1. Prepare cards

This activity uses a combination of **Oho** and **Ata** cards. Add or remove **My people** and **Ata Challenge** and **Emotion** cards to suit the context of your classroom.

### 2. Prepare activity sheets

Print or photocopy one **My people of inspiration activity sheet** for each person or group.

Using the **My people cards** and **My people of inspiration activity sheet**, explore the people from your past, present and future who are important to you. Then choose one to explore further using the **Ata Challenge** and **Emotion cards**.

Place cards on the activity sheet. Discuss why you made each selection. We suggest introducing the card types, one set at a time, as you work through the steps.

### 1. My people

Select up to three **My people cards** to represent people who are important or you are connected to. Discuss why.

### 2. My people

Select one of your chosen **My people cards** to explore further. Place it on the second row.

### 3. Challenge

Select an **Ata Challenge card** that represents what makes you connected to them. What do they help you with?

### 4. Emotion

Select an **Ata Emotion card** that represents how they make you feel and why.

# 8

**Timeframe**  
1-2 lessons

**Years**  
4-10

**Format**  
Individual  
or groups

**Cards**

Oho

My people

Ata

Context

Challenge

Emotion

**Download**

[hpe.tki.org.nz/oho-i-inspire](http://hpe.tki.org.nz/oho-i-inspire)

# He tangata tauira ahau I inspire

Explore how you might inspire other people.

Using the Oho My people cards, Ata Challenge, Context and Emotion cards and the I inspire activity sheet, explore how you might provide inspiration to other people.



## Ways to use the resource

---

- If you don't have the **Ata** resource, download and print the cards from [hpe.tki.org.nz/ata](http://hpe.tki.org.nz/ata) or use the blank **Oho cards** to create your own.
- Capture outputs in a format of your choice.

## Discuss & compare

---

- Explore the different perspectives and ideas around people of inspiration and connections. Then, discuss and compare your findings with the group or classroom.

## Next steps

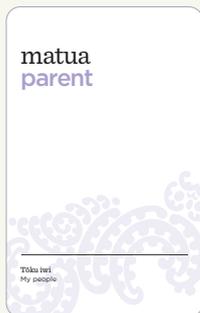
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- Explore other aspects of whānau and identity with activities such as **My place in time**, **My people of inspiration**, **My unique whānau**, and **My whānau in my place of learning**.

## What you will need

---

Oho My people cards.

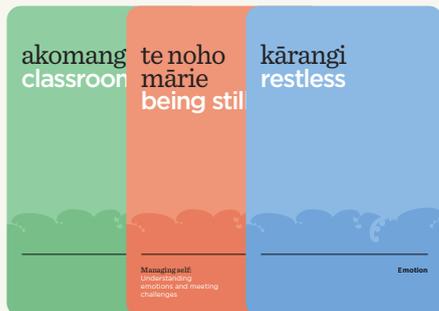


I inspire activity sheet:

One per person or group



Ata Context, Challenge, and Emotion cards.



## Activity

---

### 1. Prepare cards

This activity uses a combination of **Oho** and **Ata** cards. Add or remove Add or remove **My people** and **Ata Context, Challenge, and Emotion cards** to suit the context of your classroom.

### 2. Prepare activity sheets

Print or photocopy one **I inspire activity sheet** for each person or group.

Using the **I inspire activity sheet**, select a **My people card** to represent someone you might provide inspiration to. Next, choose **Ata Challenge, Context and Emotion cards** to identify how you are inspirational to this person or people.

Place cards on the activity sheet. Discuss why you made each selection. We suggest introducing the card types, one set at a time, as you work through the steps.

### 1. My people

Select a **My people card** to represent who you might be inspirational to. Discuss why.

### 2. Context

Select a **Context card** that represents where or when you are inspirational.

### 3. Challenge

Select a **Challenge card** that represents how you inspire them.

### 4. Emotion

Select an **Emotion card** that represents how they make you feel and why.

# 9

**Timeframe**  
1-2 lessons

**Years**  
4-10

**Format**  
Individual  
or groups

## Cards

My places

My languages

My time

My events

My people

My identity

## Download

[hpe.tki.org.nz/oho-unique](http://hpe.tki.org.nz/oho-unique)

# Tōku whānau tino motuhake My unique whānau

Explore your unique whānau.

Using the Oho Idea cards and the My unique whānau activity sheet, explore the things that make your whānau unique.

**9**  
Tōku whānau  
tino motuhake  
My unique  
whānau  
Choose six aspects of your whānau  
culture that are important to you.

**roto**  
lake

**kanikani**  
dance

**kōrero**  
speech

**i ngā wā**  
katon  
always

**hui ahurei**  
festivals

**matua**  
parent

**kaumātua**  
elder

**kai**  
food

**How are the places that matter to you represented?**

**What are the important languages of your whānau?**

**What is a significant time in history for your whānau?**

**How does your whānau celebrate?**

**Who has been significant to your whānau?**

**What are your whānau values or beliefs?**

**oho** OHIO HUMAN POTENTIAL EDUCATION

## Ways to use the resource

---

- Use blank **Oho cards** to record new ideas that are not in the pack.
- Capture outputs in a format of your choice.

## Discuss & compare

---

- Explore the different perspectives and ideas around whānau culture. Then, discuss and compare your findings with the group or classroom.

## Next steps

---

- Explore other aspects of whānau and identity with activities such as **My place in time**, **My people of inspiration**, **I inspire**, **My whānau in my place of learning**, and **My culture in my place of learning**.

## What you will need

My places, My languages, My time, My events, My people and My identity cards.

<p>maunga mountain</p> <p>Ōku wahi My places</p>	<p>kōrero speech</p> <p>Ōku reo My languages</p>	<p>i ngā wā katoa always</p> <p>Tōku wā My time</p>
--	--	---

<p>ngā rā whānau birthdays</p> <p>Ōku tauhanga My events</p>	<p>matua parent</p> <p>Tōku iwi My people</p>	<p>waiaro attitude</p> <p>Tōku taakiri My identity</p>
--	---	--

My unique whānau activity sheet:  
One per person or group

9

Tōku whānau  
tino motuhake  
My unique  
whānau

9. Whānau: He aha ngā mea e hāngai ana ki te whānau e hāngai ana ki a koe.

<p>How are the places that matter to you remembered?</p> <p>Ōku wahi</p>	<p>What are the important languages of your whānau?</p> <p>Ōku reo</p>	<p>What is a significant time in history for your whānau?</p> <p>Ōku wā</p>
<p>How does your whānau celebrate?</p> <p>Ōku tauhanga</p>	<p>Who has been significant to your whānau?</p> <p>Tōku iwi</p>	<p>What are your whānau values or beliefs?</p> <p>Tōku taakiri</p>

**OHŌ** OHŌ OHŌ

## Activity

---

### 1. Prepare cards

Add or remove **Oho Idea cards** to suit the context of your classroom.

### 2. Prepare activity sheets

Print or photocopy one **My unique whānau activity sheet** for each person or group.

Using the **Oho Idea cards** and the **My unique whānau** activity sheet, explore the things that make your whānau unique.

Place cards on the activity sheet. Discuss why you made each selection. We suggest introducing the card types, one set at a time, as you work through the steps.

#### 1. Place

Select a **My places card** to represent a significant place to your whānau.

#### 2. Language

Select a **My languages card** to represent an important language of your whānau.

#### 3. Time

Select a **My time card** to represent a time in history that was significant for your whānau.

#### 4. Event

Select a **My events card** to represent how you celebrate, express joy or share special occasions.

#### 5. People

Select a **My people card** to represent a person or people that have been significant to your whānau.

#### 6. Identity

Select a **My identity card** to represent a value or belief that guides or is important to your whānau.

# 10

**Timeframe**  
1-2 lessons

**Years**  
4-10

**Format**  
Individual  
or groups

**Cards**

My places

My languages

My time

My events

My people

My identity

**Download**  
[hpe.tki.org.nz/oho-whānau](http://hpe.tki.org.nz/oho-whānau)

## Tōku whānau i tōku kura My whānau in my place of learning

Explore how your whānau and learning community come together. Using the Oho Idea cards and the My whānau in my place of learning activity sheet, explore the ways your whānau and culture are and could be represented in your place of learning.

**10**

**Tōku whānau i tōku kura**  
**My whānau in my place of learning**

Using the any of the Oho cards explore the ways your whānau and culture are and could be represented in your place of learning.

How are your whānau and culture currently represented in your place of learning?

<b>maunga</b> mountain	<b>kanikani</b> dance	<b>kauāmatua</b> elder	<b>whakapono</b> beliefs
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How could your whānau and culture be represented in your place of learning in the future?

<b>hui ahurei</b> festivals	<b>wao</b> forest	<b>kai</b> food	<b>kōrerorero</b> chat
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**oho** THE OHO GROUP

## Ways to use the resource

---

- Use blank **Oho cards** to record new ideas that are not in the pack.
- Capture outputs in a format of your choice.

## Discuss & compare

---

- Explore the different perspectives and ideas around how your whānau and culture are and could be represented in your place of learning. Then, discuss and compare your findings with the group or classroom.

## Next steps

---

- Explore other aspects of whānau and identity with activities such as **My place in time**, **My people of inspiration**, **I inspire**, **My unique whānau** and **My culture in my place of learning**.

## What you will need

My places, My languages, My time, My events, My people and My identity cards.

My whānau in my place of learning activity sheet:

One per person or group

<p>maunga mountain</p> <p>Ōta wahi My places</p>	<p>kōrero speech</p> <p>Ōta meo My languages</p>	<p>i ngā wā katoa always</p> <p>Taku wā My time</p>
--	--	---

<p>ngā rā whānau birthdays</p> <p>Ōta tahiwhanga My events</p>	<p>matua parent</p> <p>Taku iwi My people</p>	<p>waiaro attitude</p> <p>Taku taakiri My identity</p>
--	---	--

10

Toku whānau  
i tōku kura  
My whānau  
in my place  
of learning

Using the key of the previous activity, complete this activity sheet for your place of learning.

How are your whānau and culture currently represented in your place of learning?

How could your whānau and culture be represented in your place of learning in the future?

**OHO** OHIO

## Activity

---

### 1. Prepare cards

Add or remove **Oho Idea cards** to suit the context of your classroom.

### 2. Prepare activity sheets

Print or photocopy one **My whānau in my place of learning activity sheet** for each person or group.

Using the **Oho Idea cards** and the **My whānau in my place of learning activity sheet**, explore the ways your whānau and culture are and could be represented in your place of learning.

Place cards on the activity sheet.  
Discuss why you made each selection.  
We suggest introducing the card types, one set at a time, as you work through the steps.

3. Think about how your whānau and culture are *currently* represented in your place of learning. If relevant select **My people, My languages, My time, My events, My places** and **My identity cards**.
4. Think about how your whānau and culture *could be* represented in your place of learning. If relevant select **My people, My languages, My time, My events, My places** and **My identity cards**.

# 11

# Tōku ahurea i tōku kura My culture in my place of learning

**Timeframe**  
1-2 lessons

**Years**  
3-10

**Format**  
Individual  
or groups

## Cards

My places

My languages

My time

My events

My people

My identity

## Download

[hpe.tki.org.nz/oho-culture](http://hpe.tki.org.nz/oho-culture)

Explore how your culture and learning community come together.

Using the Oho Idea cards and the My culture in my place of learning activity sheet, discover and discuss ways to acknowledge, value and celebrate the cultures of your classmates in your learning community.

**11**  
Tōku ahurea  
i tōku kura  
My culture  
in my place  
of learning

Discover examples of your culture that are important to you. Explore ways to acknowledge and value them in your place of learning.

**How are the places that matter to you represented?**

- roto lake
- kanikani dance
- kōrero speech
- ingā wā kaitiā always

**How is your voice heard?**

**When are your whānau goals or aspirations shown?**

**What events shape the culture?**

- hui ahurei festivals
- matua parent
- kauimītua elder
- kai food

**Who are people of inspiration in your whānau or community?**

**What aspects of your identity are visible?**

**oho** THE OHIO HUMAN POTENTIAL EDUCATION TRUST

## Ways to use the resource

---

- Use blank **Oho cards** to record new ideas that are not in the pack.
- Capture outputs in a format of your choice.

## Discuss & compare

---

- Explore the different perspectives and ideas around how your culture is and could be represented in your place of learning. Then, discuss and compare your findings with the group or classroom.

## Next steps

---

- Explore other aspects of your and others' culture with activities such as **The names of my places**, **How I communicate**, **My place in time**, **Important life moments**, **This is me — my identity**, **My people of inspiration**, **I inspire** and **My unique whānau**.

## What you will need

My people, My languages, My time, My events, My people and My identity cards.

<p><b>matua</b> parent</p>	<p><b>maunga</b> mountain</p>	<p><b>kōrero</b> speech</p>
<p>Tōku iwi My people</p>	<p>Ōku wāhi My places</p>	<p>Ōku reo My languages</p>

<p><b>ngā rā</b> whānau birthdays</p>	<p><b>i ngā wā</b> katoa always</p>	<p><b>waiaro</b> attitude</p>
<p>Ōku tauhanga My events</p>	<p>Tōku wā My time</p>	<p>Tōku taakiri My identity</p>

My culture in my place of learning activity sheet:

One per person or group

11

**Tōku ahurea  
i tōku kura  
My culture  
in my place  
of learning**

Choose an aspect of your culture that is important to you. Prepare work to acknowledge and celebrate your cultural identity.

<p><b>How are the places that matter to you represented?</b></p> <div style="border: 1px solid black; height: 80px; width: 100%;"></div>	<p><b>How is your voice heard?</b></p> <div style="border: 1px solid black; height: 80px; width: 100%;"></div>	<p><b>When are your whānau goals or aspirations shown?</b></p> <div style="border: 1px solid black; height: 80px; width: 100%;"></div>
<p><b>What events shape the culture?</b></p> <div style="border: 1px solid black; height: 80px; width: 100%;"></div>	<p><b>Who are people of inspiration in your whānau or community?</b></p> <div style="border: 1px solid black; height: 80px; width: 100%;"></div>	<p><b>What aspects of your identity are visible?</b></p> <div style="border: 1px solid black; height: 80px; width: 100%;"></div>

OHO

## Activity

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### 1. Prepare cards

Add or remove **Oho Idea cards** to suit the context of your classroom.

### 2. Prepare activity sheets

Print or photocopy one **My culture in my place of learning activity sheet** for each person or group.

Using the **Oho Idea cards** and the **My culture in my place of learning activity sheet**, choose six aspects about your culture that are important to you. Then, explore ways to acknowledge and value them in your classroom and school culture.

Place cards on the activity sheet. Discuss why you made each selection. We suggest introducing the card types, one set at a time, as you work through the steps.

#### 1. Place

Select a **My places card** to represent a place that matters to you.

#### 2. Language

Select a **My languages card** to represent how your voice is or could be heard.

#### 3. Time

Select a **My time card** to represent when your whānau achievements, goals or aspirations are or could be shown.

#### 4. Events

Select a **My events card** to represent events that shape your culture.

#### 5. People

Select a **My people card** to represent people of inspiration in your whānau or community.

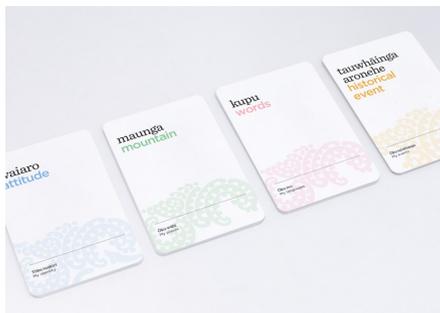
#### 6. Identity

Select a **My identity card** to represent aspects of your identity that are or should be visible.

# Rauemi matihiko

## Digital materials

All the resources are available in downloadable and printable form at: [hpe.tki.org.nz/oho](http://hpe.tki.org.nz/oho)



### Cards

Downloadable and printable versions of all the cards.



### Activity sheets

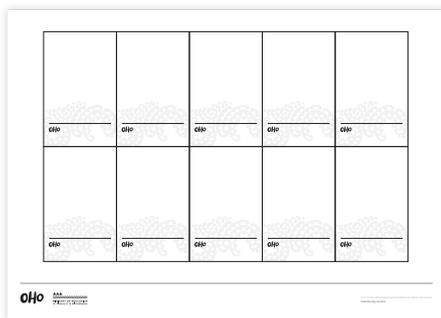
Downloadable and printable versions of the activity sheets.

# Hangaia tāu ake Create your own



## Connect with your wider learning community

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



## Blank cards

Using group discussion, come up with new ideas that are not in the pack. Then, create your own cards using the downloadable, blank templates at [hpe.tki.org.nz/oho](http://hpe.tki.org.nz/oho).

If you don't have the **Ata** resource, download and print the cards from [hpe.tki.org.nz/ata](http://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**

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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**

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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**

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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.

**Oho** 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

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## **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.

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## **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.

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## **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*.

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## **Is my class ready for this type of learning?**

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

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## **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.

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**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.

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**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.

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**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.

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**Where to from here?**

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



# OHO

Oho can mean awakening or to awaken. As a metaphor, it relates to the awakening of a sense of self and place that tamariki develop through using these resources. Oho as a modifier can also mean fruitful or productive, as in He tau oho, a fruitful year — this links nicely to Te Taiao or the natural world and growth in knowledge, awareness and understanding of ourselves and the world around us.

The Oho box artwork is inspired by designs of traditional waka hui, 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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Co-designed for The Ministry of Education by Chrometoaster and IDIA | Indigenous Design & Innovation Aotearoa.

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Downloadable stuff and other things at:

[hpe.tki.org.nz/oho](https://hpe.tki.org.nz/oho)



OHO



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