



MITEY

SIR JOHN KIRWAN
FOUNDATION

A LITTLE KINDNESS GOES A LONG WAY

FROM THE
CREATORS OF
BESTSELLER
TU MEKE
TŪ!

Malcolm Clarke

Tu Meke Tuatara!

A little kindness
goes a long way

Illustrated by
FLOX



A LITTLE KINDNESS GOES A LONG WAY

A Unit of Work celebrating
connectiveness, friendship and
community

DESCRIPTION

As ākonga return to school, this multi-level unit provides opportunities to work together and reconnect.

Developed around the NZ book Tu Meke Tuatara by Malcolm Clarke, illustrated by FLOX, "A Little Kindness Goes a Long Way" celebrates the beauty and diversity of Aotearoa and the importance of friendship, kindness and reconnecting together.

With strong cross-curricular links – to the Arts, Literacy and Oral Language, Science and Social-Studies – this Unit of Work provides opportunities to explore anxiety, feelings and strategies to manage change in the uncertain world ākonga find themselves in.

Teachers can use their understanding of the needs and culture of their classroom to tailor the Learning Experiences for their ākonga. Each Learning Experience includes Extended, Reflective and Whānau Learning making this Unit of Work responsive to the level and needs of all ākonga.

START BY CREATING A SUPPORTIVE ENVIRONMENT

Ākonga need to feel: Safe, Welcome, Respected, Heard, and Valued. It is important to establish this environment of trust before beginning any teaching as ākonga will be asked to consider, share and express their feelings about sensitive issues.

Guidelines to ensure a safe environment should be developed collaboratively, clearly specifying expectations, boundaries, responsibilities, safety, and consequences. Write Guidelines as positive statements, revisit them at the start of sessions and display them prominently in the classroom.

The most important determinant of a supportive environment is you - your modelling as a teacher, the language you use and the actions you take.



NZ CURRICULUM ACHIEVEMENT OBJECTIVES

Level 1 C1 Relationships

- Explore and share ideas about relationships with other people.

Level 2 C3 Interpersonal skills

- Express their ideas, needs, wants and feelings appropriately, and listen sensitively to other people and affirm them.

Level 3 C1 Relationships

- Identify and compare ways of establishing relationships and managing changing relationships.

Level 4 C3 Interpersonal skills

- Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.

KINDNESS

Ākonga consider what kindness means. They slowly explore the story and illustrations, thinking about who the characters are and how they feel.

Making a class mural allows collaboration over the length of the unit, where everyone contributes their individual uniqueness within a collective piece.

WE ARE LEARNING TO:

Recognise the importance of noticing others and the benefits of being kind.

CLIMATE FOR LEARNING

Remind ākonga about protocols around sharing ideas, listening, speaking and valuing each other. Go slowly to enjoy the plot, characters and stunning illustrations.

Ākonga will need to move around during this learning experience, so make sure they have plenty of room to move.

RESOURCES

[Malcolm Clarke reads Tu Meke Tuatara](#) – click to view video



KEY CONCEPTS

- Friendship
- Relationships
- Thoughts
- Feelings
- Respect

RESOURCES

- **Tu Meke Tuatara** by Malcolm Clarke, read aloud video
- **Tu Meke Tuatara** picture book
- **Glossary of Terms** – Walk and Talk / Teacher in Role / Mime

MATERIALS

- Drawing and art materials

1. DISCUSS

Read the phrase on the front cover “A little kindness goes a long way” and discuss what this means. Ākonga brainstorm small acts of kindness that would make a difference to others.

2. READ TU MEKE TUATARA

Encourage ākonga to pay close attention to the illustrations. Discuss the characters and storyline. Look closely at the last two pages of the book. Discuss the illustrations and the way the illustrator has used shape, levels, colour and position to make an impact.

3. MOVEMENT

Move around the room like a Tuatara, Ruru, Morepork, Penguin and other native animals featured in the story. Think about the way their body uses space, energy and pathways. Compare the differences in the way each animal moves.

4. WALK AND TALK

Ākonga walk around the room until the teacher says ‘stop’. Teacher asks ākonga to partner with classmates closest to them to discuss a character in the story. Example questions may include: What does the character look like? How do they move? How are they feeling in the story, at the beginning, middle and end? How would you describe their personality? Which character would you like to be and why?

5. DRAMA - MIME

Read the first two pages again up to “with a heart full of sorrow”. Discuss the word ‘sorrow’. What is sorrow? How would you be feeling with a heart full of a sorrow? Mime how Tuatara is sitting. Ask questions for ākonga to consider: What might he be saying to himself? Describe how he might be feeling? Predict why he may feel like this? What question would you like to ask Tuatara? Record the questions or ask them using the drama convention Teacher in Role.

6. MAKE AND CREATE

Using a variety of mediums make a class mural of native animals in their environment. Discuss the benefits of creating a shared piece of art work like this. Use the “Did you spot page?” at the back of the book to consider the unique Aotearoa habitat they live in.

BEYOND THE LEARNING

REFLECTING ON LEARNING

Build a feelings list which can be added to throughout the learning. Consider including ways ākonga might express these feelings.

EXTENDED LEARNING

Brainstorm all the possibilities to demonstrate Random Acts of Kindness. Pick a classmate’s name from a hat and plan a random act of kindness to perform for this person in the coming week.

Watch [Life vest inside - kindness boomerang](#). The camera tracks an act of kindness as it is passed from one individual to the next and boomerangs back to the person who set it in motion. Discuss what this might look like at school or at home. Create a storyboard to illustrate this.

LEARNING WITH WHĀNAU

Ask ākonga to identify someone they can ask for help when they feel like Tahī the Tuatara. Encourage them to discuss why it is important to ask for help with their whānau.

WHAT FEELINGS LOOK LIKE

Ākonga explore what feelings look and sound like. Ākonga ask how someone is feeling in te reo Māori. As their vocabulary increases, they choose feelings to illustrate through colour, using visual art.

WE ARE LEARNING TO:

Identify different feelings that we experience and how they may look and sound.

CLIMATE FOR LEARNING

Remind ākonga about protocols around sharing ideas, listening, speaking and valuing each other.

Teachers can listen and observe ākonga responses, particularly their ability to express emotion through facial expressions, body language, body responses etc.

RESOURCES

[Malcolm Clarke reads Tu Meke Tuatara](#) – click to view video



KEY CONCEPTS

- Emotions
- Colour
- Relationships
- Asking questions
- Feelings

RESOURCES

- **Tu Meke Tuatara** by Malcolm Clarke, read aloud video
- **Tu Meke Tuatara** picture book
- **Feelings poster** – Print to A3 size and display on a wall
- **Glossary of Terms** – Pass the Feeling

MATERIALS

- Drawing and art materials

1. READ AND MIME

Discuss what the words groaned, trudged, cooed, piercing scream and skittered look and sound like. As ākongā listen to the story encourage them to mime the movement in the book.

2. KEI TE PĒHEA KOE?

Roger the Ruru asks Tahi how he feels in te reo Māori: Kei te pēha koe – How are you?

Ākongā walk around the room and ask their classmates how they feel using this phrase. Use the feelings poster as a guide. Add new words to the list, in different languages.

3. EXPLORE

Discuss the meanings of words used in the book grouchy, sorrow, blue, glum, stoked, scared, excited, warm. Ākongā identify a time they experienced those feelings.

4. DRAMA – PASS THE FEELING

Re-read the sentence “Then one morning Tahi woke up feeling extra blue.”

Explore the idea of feeling blue asking questions such as: What does it mean to feel blue? What does feeling blue look like, sound like, and feel like?

Ākongā sit or stand in a circle. Teacher starts the first round by expressing one feeling to the ākongā to their left (without naming the feeling), who then tries to express the same feeling to the next person, until it goes all the way around the circle. Once it returns to the start, ask the class what feeling they thought was being expressed. Play Pass the Feeling by ākongā showing what ‘blue’ or ‘glum’, looks like, feels like, and sounds like. Repeat the game using other emotions.

5. FEELING EXTRA BLUE

Tahi the Tuatara is described as feeling extra blue. Ākongā discuss what it means to feel extra blue. Build a list of colours that show a feeling or emotion. Ask ākongā to explain why certain colours reflect certain feelings.

6. COLOUR ART

Ākongā fold a piece of paper in half and record sad emotions on one half and happy emotions on the other. As they create their artwork, encourage ākongā to draw or write these feelings and to add layers and shading to show where the emotion is stronger or weaker.

BEYOND THE LEARNING

REFLECTING ON LEARNING

Discuss with the class colours that bring them joy. Reflect on the colours and techniques the illustrator uses to demonstrate emotions.

EXTENDED LEARNING

Write a Fortunately/Unfortunately poem about the story -. e.g. Fortunately Tahi has friends he can talk to. Unfortunately, nothing they suggest seems to help.

Write a Fortunately/Unfortunately poem using experiences of ākongā – e.g. Unfortunately, it is raining. Fortunately, I have a raincoat.

LEARNING WITH WHĀNAU

Draw pictures with their whānau using colours that show feelings. Encourage ākongā to ask their whānau what colours they like and how those colours make them feel.

DIFFERENT TIMES DIFFERENT FEELINGS

Ākongā explore how people feel different at different times and the ways they can notice their own needs and support the needs of others.

WE ARE LEARNING TO:

Describe places and experiences that make us feel good.

CLIMATE FOR LEARNING

Teacher in Role is a valuable teaching strategy (see *Glossary of Terms*). Consider a practice run with the class before embarking on Step 2 below if the teaching strategy Teacher in Role is new to ākongā.

RESOURCES

[Malcolm Clarke reads Tu Meke Tuatara](#) – click to view video



KEY CONCEPTS

- Sharing emotions
- Relationships
- Asking questions
- I am unique
- Self-reflection
- Distraction to support positive thinking

RESOURCES

- **Tu Meke Tuatara** by Malcolm Clarke, read aloud video
- **Tu Meke Tuatara** picture book
- **Feelings poster** – Print to A3 size and display on a wall
- **Glossary of Terms** – Teacher in Role / Donut Circle

MATERIALS

- Drawing and art materials

1. TALK ABOUT THE STORY

Roger the Ruru wanted to distract Tahi from his feelings. Ākonga discuss ways they can distract themselves when they are experiencing strong feelings.

2. DRAMA – TEACHER IN ROLE

Teacher takes on the role of Roger the Ruru. Encourage ākonga to ask Ruru questions about how he feels, what he sees and hears and the things he does when he is with Tahi the Tuatara? List the qualities of healthy friendships. Discuss what made Tahi the Tuatara feel better? Why?

3. DONUT CIRCLE

Describe how Roger the Ruru tried to distract and help Tahi the Tuatara. Discuss the power of distraction and how this can help us gain perspective of our feelings. In a donut circle discuss: A physical activity you enjoy and why; a food you enjoy and why; a view you enjoy looking at and why; a way you enjoy helping others; a time you used distraction to overcome a difficult feeling.

4. DESIGN

Make a postcard of a view you enjoy looking at. Send or deliver it to someone in your school and tell them how this view is important to you, and how it makes you feel.

BEYOND THE LEARNING

REFLECTING ON LEARNING

What helped Tahi the Tuatara express his feelings?
What might prevent him from expressing his feelings?
As a class, revisit what a supportive environment looks and sounds like.
Encourage ākonga to share their feelings and ideas freely.

EXTENDED LEARNING

Ākonga write a story about the power of distraction and a time they used distraction to overcome a difficult feeling.

Ākonga make an obstacle course. They blindfold a peer and guide them through the course. What skills did they have to use to communicate and help their peer to complete this successfully?

LEARNING WITH WHĀNAU

Encourage whānau to reflect on views and places they enjoy and why. Share their pēpeha and the significance of landmarks and places to them.

HELPING OTHERS

Ākonga show and discuss ways to notice when and how to help others. They reflect on the fact that helping others can make them feel good.

WE ARE LEARNING TO:

Notice when you or someone else needs help, and how helping others has positive benefits for you.

CLIMATE FOR LEARNING

Ākonga will demonstrate actions during this learning experience, so it is worth considering your classroom space to make sure they have plenty of room to move.

Re-visit the supportive environment so ākonga take risks to share confidently.

RESOURCES

[Malcolm Clarke reads Tu Meke Tuatara](#) – click to view video



KEY CONCEPTS

- Sharing emotions
- Relationships
- Asking questions
- Friendship
- Action
- Making change

RESOURCES

- [Tu Meke Tuatara](#) by Malcolm Clarke, read aloud video
- [Tu Meke Tuatara](#) picture book
- [Feelings poster](#) – Print to A3 size and display on a wall
- [Glossary of Terms](#) – Mime / Thought Tracking / Freeze Frame

MATERIALS

- Drawing and art materials

1. WHAT DOES IT MEAN TO FEEL GLUM

Reread the story and unpack what it means to be glum. Ākonga share what they notice and wonder about why Tahi the Tuatara is feeling glum. Discuss the idea that people don't always feel the same way at the same time about the same things. Relate this to the characters in the story - e.g. Is Roger the Ruru feeling glum like Tahi? Why? Why not?

2. POSITIVE EXPERIENCES

Ākonga describe and share a time they experienced something positive. Talk about the feelings that they experienced at the time, their thoughts, and how this led to their actions.

3. DRAMA – MIME AND THOUGHT TRACKING

In small groups ākonga mime activities that make them feel good. Use the strategy 'thought tracking' to hear the thoughts that ākonga might have as they take part in the activity.

4. DRAMA – FREEZE FRAME

Ākonga create a four part 'Freeze Frame' where groups of 2-4 show, in four consecutive scenes, how it helps you to help others - e.g. 1) Find someone sitting alone looking sad. 2) Listen to how they feel and why. 3) Offer to spend time with them. 4) Enjoying time together. Encourage ākonga to make strong body shapes that show energy: Think of how Tahi the Tuatara's body shapes and movement change in the story at the beginning, middle and end of the book.

5. ROLE PLAY

When Tahi the Tuatara helps Pepe the Penguin he says he feels 'warmed up inside'. Ākonga discuss what "warmed up inside" means. Brainstorm as a class what 'warms them up' - at school, at home, at other times - e.g. at sport or playing with friends. Discuss ways to help others feel 'warm'. Role play what helping looks and sounds like. Give scenarios - e.g. supporting someone in maths; helping a class member to the office if they feel unwell; telling someone a joke.

6. ENVIRONMENT

Discuss the environmental ideas which are presented in the book. Ask ākonga to share the effects environmental issues have on animals and people.

7. PROMOTING CHANGE

Discuss the phrase "Tahi knew he had to help". Why did he want to help? How does helping make you feel?

Pepe the Penguin was caught in some rubbish on the beach. Ākonga to research and design a poster with facts about one of the characters in the book. Encourage ākonga to showcase the uniqueness of the animal to Aotearoa and why it should be cared for.

BEYOND THE LEARNING

REFLECTING ON LEARNING

Use the gallery walk strategy for ākonga to view the posters they have made. Encourage ākonga to provide positive feedback on each other's work.

EXTENDED LEARNING

Use a storyboard to show a scenario where you are helped or help someone else:
e.g. 1) I fell over in the playground.
2) A classmate took me to office.
3) They wait with me while my leg is cleaned and a plaster put on.
4) The classmate helps me back to class and finds a chair for me to put my leg on so it feels better.

LEARNING WITH WHĀNAU

Invite whānau to view the art completed so far in the unit. Encourage ākonga to discuss how they can make positive change at home for the environment e.g. recycling.

HOW TO BE A FRIEND

Ākonga discuss how to be a friend and different ways to help others.

WE ARE LEARNING TO:

Describe the characteristics of a friend and how they can help others.

CLIMATE FOR LEARNING

Take time to work through this learning sequence and listen carefully to the responses from ākonga. It may give good insights into friendships and relationships within the classroom and playground which you may be unaware of.

RESOURCES

[Malcolm Clarke reads Tu Meke Tuatara](#) – click to view video



KEY CONCEPTS

- Sharing emotions
- Relationships
- Scenarios
- Friendship

RESOURCES

- **Tu Meke Tuatara** by Malcolm Clarke, read aloud video
- **Tu Meke Tuatara** picture book
- **Feelings poster** – Print to A3 size and display on a wall
- **Glossary of Terms** – Bus Stop / Freeze Frame / Thought Tracking

MATERIALS

- Drawing and art materials

1. DISCUSS

In small groups ākongā discuss helping a friend. Pose the following questions: If you were Roger the Ruru how would you have helped Tahi the Tuatara? Who can you ask for help if you need it? What characteristics does Roger the Ruru have that make him a good friend?

2. BRAINSTORM

Ākongā share qualities that make a good friend. What does a friend look like and sound like?

3. FRIENDSHIP

Ākongā decide on scenarios at school where it is important to help and be a friend e.g. someone has dropped their lunch on the ground; someone is finding it hard to play a game in PE; it is someone's first day of school and they miss a whānau member.

4. BUS STOP

In groups, Bus Stop each scenario, how the person may feel and ways to help and support that person. When sharing ideas as a class, use the headings: see, feel, hear, do.

5. DRAMA – FREEZE FRAME AND THOUGHT TRACKING

Using 'Freeze Frames', show the scenarios from Step 3 above along with the information collected in the Bus Stop. Thought track the characters in the Freeze Frames, asking questions such as: How does it feel to *be* helped? How does it feel *to* help? How do you know when someone needs help? (words, actions, body language).

6. FREEZE FRAME – REWIND AND FAST FORWARD

Rewind the Freeze Frame. What did it look like before the person received help? What does it look like in the future for that friendship? Reflect on how Tahi the Tuatara felt at the start of the story, and at the end.

Discuss the different ways a person can ask for help.

BEYOND THE LEARNING

REFLECTING ON LEARNING

Revisit often the brainstorm of what makes a good friend. Provide feedback to ākongā when you notice them being a good friend and helping others.

EXTENDED LEARNING

Consider a buddy system in your classroom that promotes friendship and support. This could be to support each other in a particular learning area, socially, or across ages and classes in the school.

LEARNING WITH WHĀNAU

Ākongā ask whānau to talk about a friend they have and the characteristics about that friend that they like. Brainstorm ways ākongā can help whānau at home.

GLOSSARY OF TERMS

Mime – A form of silent art that involves acting or communicating using only movements, gestures and facial expressions.

Walk and Talk – Have ākonga walk around the classroom discussing a concept or challenge with someone or, when you call 'stop', with the person nearest them, encouraging them to interact and share ideas with a range of different people.

Pass the feeling – Sit in a circle. With very little explanation, simply say that we're going to pass an emotion around the circle. 'Pass' a big smile to the person sitting to your left and encourage the happy feeling right around the circle. Try passing other emotions or feelings - Sad, Excited, Angry, Hungry, Scared.

Teacher in Role – A drama convention which sees the teacher take part in the story, together with ākonga, by taking on the role of someone in the story. The teacher, taking a role of higher, equal or lower status to other ākonga roles, manages the mood, tension, language and action of the story. Props and voice changes help signal coming in and out of role and it is important to question and teach ākonga both in and out of role.

Donut Circle – Create two concentric circles, with ākonga pairing off to briefly discuss a concept or part of the story. With each new concept proposed by the teacher, the outer circle moves one person to their left to meet a new inner circle partner. Keep the circle moving, and add variety by suggesting new styles – for example, backwards, as Martians, singing as an opera, as rap, in mime, in slow motion, as someone in the story.

Bus Stop – The class is divided into small groups, each with a large sheet of paper and pens. Each sheet starts with a different idea, question, statement or word, and the group adds related words, phrases and drawings. After a short allocated time, the groups then rotate to the other 'bus stops', reading the other groups' sheets, ticking ideas they like, and adding their own, until they loop back to their starting sheet. The groups then summarises their sheets, and presents them to the class, discovering further learning and discussion opportunities.

Freeze frames – The ākonga are divided into groups and given an idea, theme, or moment in time to turn into a frozen image using their bodies. These group 'sculptures' can be made quickly without discussion, or planned and rehearsed and bodies might represent people, objects, and even abstract concepts like emotions. The performers themselves don't speak, allowing fellow ākonga to discuss what they see their understanding of the topic or theme. Extend the thinking by asking ākonga to consider what the freeze frame might look like a few frames before or after that moment, through small improvisations.

Thought Tracking – A great follow-up to freeze frames. Once the ākonga has made their scene, have individual performers 'come alive' with a tap on their shoulder, to reveal the imagined inner thoughts of their character or object in the scene. It might be just one or two words or longer phrases. Thought Tracking each ākonga in the freeze frame reveals a wide range of attitudes and feelings to discuss in the class. You can also track for hopes, fears, feelings and questions with the same process.

FEELINGS LIST

koa	happy
māharahara	anxious
pukuriri	angry
ngenge	tired
manahau	excited
mataku	scared
pōuri	sad
awangawanga	worried
whakahīhī	proud
hiakai	hungry
āmaimai	nervous
whakamā	embarrassed
oherere	surprised
hōha	bored
pōauau	confused
mokemoke	lonely
matakana	shy
hēmanawa	frustrated
pōkaikaha	stressed
māia	confident
whakamāria	calm
matapōuri	upset