

POWER OF YOUR STORY

VALUE TOPIC: Communication - The process of sharing information, especially when this increases understanding between people or groups

CATCH PHRASE: My story is important - Mauria te pono (believe in yourself)

TOPIC SUMMARY

Have you ever been in a situation where you haven't felt heard? Whenever we feel unheard remember that we have a story and it is important. Your story is yours. It's powerful and important. To tell it, use these questions: Who is in the story (you and other characters)? Where does the story take place (setting)? What happened (plot)? How did you feel (response)?

KEY WORDS & THEMES

Communication. Sharing information. Unheard. Ignored. Increasing understanding. Story. Clear and confident. Retell. My story is important - Mauria te pono (believe in yourself).

NZ Curriculum Links

ACHIEVEMENT OBJECTIVES

HEALTH & PE - RELATIONSHIPS WITH OTHERS: Interpersonal skills. *Students will...*

L2 - Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.

L3 - Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.

VALUES

Integrity. Respect.

KEY COMPETENCIES

Using Language, Symbols and Text.
Thinking. Relating to Others.

| SPECIFIC LEARNING OUTCOME | RESOURCE | LESSON SUGGESTION |
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POPS

This is the recommended order if you're going to watch all of the POPS. Otherwise each can be watched independently of the others.

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| 1. We are learning the meaning of communication and how it can help us feel heard. | - 'Mashy GFX' POP - 'Chat Prompts' | Ask students to note what they think or know communication to mean. Watch 'Mashy GFX' POP. Use 'Chat Prompts' to prompt discussion. Selecting some or all of the prompts as you see appropriate. |
| 2. We are learning that 'my story is important'. We are learning the key questions to answer when sharing our story. | - 'Catch Phrase' POP - 'Chat Prompts' | Ask students to note how communication is helpful. Watch 'Catch Phrase' POP. Practise the 'Catch Phrase'. Use the 'Chat Prompts' to prompt discussion. Selecting some or all of the prompts as you see appropriate. |
| 3 | - STEMHYPE POP - Chat Prompts | This resource is currently under development |

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Resources that give students the opportunity to work and practise the value after watching any or all of the POPS. It's highlighted if a specific POP will help with a specific resource.

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| <p>4. We are learning that by answering four simple questions we can be prepared to communicate our important stories.</p> | <p>- <i>'Remember when?'</i> worksheet</p> | <p>Give each individual the worksheet, <i>'Remember when?'</i>. Students choose which story they would like to work on and then using the spaces provided, fill in the appropriate information asked of them. This information is then used in preparation for a recount/retell presentation of their 'important story!' If time allows, provide opportunity for students to practice 'communicating' their stories, and then present them to the class as a whole or smaller groups. Remind them to consider the 'tips' offered on the worksheet in order to grab and hold their audience's attention.</p> |
| <p>5. We are learning that effective communication helps create a good atmosphere to work in.</p> | <p>- <i>'The game of tasks!'</i> activity - <u>Original Link</u></p> | <p>This is a whole class or large group activity. Print and cut out the 'task cards' and put them in a pile (on a table) for each student to draw from. Once they have their card students find a space in the defined/designated area. Allow a total of 5-10 minutes of 'play'. On the command to begin ("Let the Game of Tasks begin!"), students try to complete the task stated on their card. On completion they put the card face down next to the draw pile (creating a discard pile), and draw another card. Students keep repeating this process of draw, complete task, discard, until the time is called. (Once the draw pile is gone, begin drawing from the discard pile, yes, students might get the same task twice). Alternative for students who may struggle with the chaos, give them a print out of the cards and as they observe they tick off the tasks they see being attempted - much like bingo. Call "Time!" when the set time is up and hold a debrief, asking these suggested questions (or any of your own);</p> <ul style="list-style-type: none"> - What does this game show/teach us about communication? - Were some tasks difficult to complete? - What made it so difficult to complete some tasks? - If we were to repeat this exercise/game what could we do differently? <p>TIPS:</p> <ul style="list-style-type: none"> - Demonstrate a task before the game begins. - Students struggling to complete a task can discard and redraw after 45-60 seconds of attempting. |

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| <p>6. We are practising effective communication within some scenarios where we may feel unheard and need to remember that "my story is important - mauria te pono"</p> | <p>- 'Scene It!' A list of possible scenarios - including the ones used throughout this value topic - where the value could be practised</p> | <p>It will help if you have watched the 'Catch Phrase' POP and worked on the 'Remember when?' worksheet. The scenarios can be used in a variety of ways, including; writing, role play, comic/illustration, and/or discussion. Whichever medium you choose, remind students to use the questions from the 'Catch Phrase' POP. Allow time for sharing and a debrief with the class as a whole.</p> |
| <p>7. We are using what we know about 'affective' communication in our interactions with others.</p> | <p>- 'Community Challenge' activity</p> | <p>Decide on a timeframe for the 'Challenge' to take place, could be a lunch-time, a whole day, or the week, and set a target/goal. Set the 'Challenge' for students; Suggestion: 'use the 'four questions' to communicate their story in times when they feel unheard. Every time someone achieves this, it can be added to the tally. The resource provided is a generic 'poster' which when printed can have the 'challenge' written on it, the 'target' noted, and students tally marks added.</p> |
| <p>8. We are promoting the importance of communication.</p> | <p>- 'Colouring Page'</p> | <p>It is exactly what it says it is...a colouring page. Students can colour in and decorate where appropriate, then display these posters within their learning environments, or at home, to help them remember the Catch Phrase and the value in Communication</p> |
| <p>9.</p> | <p>- 'STEMHYPE Instructions' - activity</p> | <p>This resource is currently under development.</p> |