

Chat Prompts

Prompts to get you thinking about, understanding, and responding to
Consideration in the...

CATCH PHRASE

Literal

1. Practice the Catch Phrase: Consider other's needs - Tiakina ngā tāngata.
2. When we are considerate we show two things, what are they?

Interpret

3. Share all the details of a time when you felt something was unfair because you were missing out while someone else had their urgent need being met. Who was involved? What was it over? How did you react? Why was it so unfair?
4. Why is it important to Stop and Consider?

Evaluate

5. Chat about the example of the emergency room; where even though you arrived first, other people can actually be seen by the doctor before you. Explain why this happens. Is this okay to do? Give reasons for your answer.
6. Do you agree that when we shift the focus from our loss to someone else's more urgent need, we will be calmer? Share your reasoning.

Apply

7. When you catch yourself saying, "It's not fair!", instead of feeling upset, angry, or sad about it, what ways could you think differently?

CONSIDERATION - CONSIDER OTHERS

VALUE TOPIC: Consideration - Thoughtfulness and sensitivity towards others

CATCH PHRASE: Consider other's needs -
Tiakina ngā tāngata (taking care of people)

TOPIC SUMMARY

Problem: It's unfair that others get special treatment! When things feel unfair, it's helpful to recognise and consider that not everyone has the same needs.

Catch Phrase POP

The main purpose of the Catch Phrase POP is to provide a phrase that is memorable and applicable for students to take away with them, and use in their life and interactions with others.

There are five parts to the Catch Phrase POP;

1. Intro - a question is asked to engage and relate with the audience using a common 'problem' scenario.
2. Teaching - the Value Topic is defined, explained, and illustrated.
3. Catch Phrase - a short memorable phrase that captures the essence of the Value Topic is taught using both English and Māori languages as well as actions which are inspired by NZSL.
4. Application - two to four steps for the audience to take away and use when applying the value in their lives and interactions with others.
5. Wrap Up - a quick summary of the video's content, re-visit the Catch Phrase, and an encouragement for showing/using the value being covered.

Chat Prompts

The prompts are a series of questions grouped in a way that builds comprehension and allows the student to make connections between the content of the video and their own knowledge and experience of the Value Topic. By taking part in discussion, the student can think about, and build understanding of the Value Topic and what part it could play in their 'world'. Just as a student would, with a written text, "They integrate or synthesise their newly acquired understandings and attitudes with their existing view of the world to make a new and slightly different world picture." ([Literacy Online](#); Ministry of Education: "Building Comprehension").

Grouping of prompts:

- **Literat**: With these prompts the student will be recalling specific information from the material in the video.
- **Interpret**: At this stage students will be building on information from the video and considering the underlying implications.
- **Evaluate**: These questions prompt students to respond to the information presented in the video based on personal feelings. They have an opportunity to form an opinion and consider the validity and appropriateness on what they've just seen and heard.
- **Apply**: Finally, students will consider how the information applies to them, with opportunity to translate the Value Topic into their real world.

| SPECIFIC LEARNING OUTCOME | RESOURCE | LESSON SUGGESTION |
|---|--|---|
| 2. We are learning to 'consider other's needs'. | - 'Catch Phrase' POP - 'Chat Prompts' | Ask students to note an example of showing consideration. Watch 'Catch Phrase' POP. Practise the 'Catch Phrase'. Use the 'Chat Prompts' to prompt discussion. Select some or all of the prompts as you see appropriate. <i>Answer for Question 2 - <u>Thoughtfulness</u> and <u>Sensitivity</u></i> |