

RATA AND THE TREE.

Activity sheet

This story can be used to develop workshops around a number of different themes.

For example:

- learning from mistakes
- influences
- overcoming obstacles
- leadership
- goal setting.

Here is an example of how you can develop a workshop around this kōrero pūrākau.

Remember, it is important to have a clear idea of the objective of your workshop.



Workshop example

The objective of this influences workshop is to generate discussion about the students' personal influences, values and beliefs that have an impact on their lives and their future pathways.

Key messages to convey to the students:

- There are always going to be people in your life who will influence your decision-making in both positive and negative ways.
- Some people also affect our attitudes and the ways in which we behave towards others.
- It's important to think about all the factors that influence our decisions and work out which factors should be most important.

Years 7–8 or Tau 7–8

In small groups, give students 5–10 minutes to brainstorm the different influences that affected Rata's actions in the story. At the end of this session, give each group an opportunity to share their ideas with the class.

Year 9–11 or Tau 9–11

Distribute some small cards or pieces of paper to your students. Ask them to brainstorm some of the influences – positive and negative– that have an impact on their own lives (eg, whānau, friends or peers, teachers, music, sport) and write them on their cards. If a student is having a hard time thinking of their own personal influences, prompt them with:

"If one of your friends wanted you to sneak out to a party one Saturday night and you knew that your parents wouldn't let you, what would you do?"

Encourage them to think about who they can count on when the going gets tough. Who are the special people in their lives that will support and protect them and also help and encourage them to achieve their goals?

Years 12–13 or Tau 12–13

Ask the students to identify the key influences that affected Rata's actions in the story. Then ask students to brainstorm the key influences that are affecting their own lives and their future pathways as they prepare for life beyond school or wharekura. Once they have done this, get them to prioritise the influences they have listed from 'Most important' to 'Least important'. Then give them an opportunity to discuss their work in pairs or small groups.

Language support – Hei reo āwhina

Teachers in Māori medium can use this section to help them engage with their students about the particular example activities provided.

What factors influenced Rata's actions in this story?

He aha ngā mea i whakaawe i ngā mahi a Rata i tēnei kōrero pūrākau?

What were the positive influences?

He aha ngā whakaawetanga pai?

What were the negative influences?

He aha ngā whakaawetanga kino?

What influences are important to you?

He aha ngā whakaawetanga whakahirahira ki a koe?