



PROGRAMME 21: WHANAU

AIM

The aim of this unit is for students to acknowledge and appreciate their family unit and extended whanau.

LEARNING OBJECTIVES

Students will be able to:

- identify the unique characteristics that make up their family unit
 - describe the meaning of the extended whanau
 - identify members of the extended whanau.
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SKILLS

- Communication
 - Work and study
 - Information Technology
 - Co-operation
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MATERIALS

- Episode 'Whanau' on DVD2 of Bryan & Bobby Series 3
 - Photograph or a picture or drawing of a typical family
 - Photographs of sports teams, service units (eg, fire fighters), Kapa Haka groups, the class, community organisations (eg, Scouts, Guides etc).
 - Large pieces of paper
 - Coloured markers and crayons
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VIRTUES

- Caring
- Understanding
- Respect
- Love
- Comfort
- Happiness

LESSON *(please adapt for junior students)*

1. Show students a photo of your family or a photo of a family from a magazine. Ask your students what the photo is of, and what relationship each person might have to each other. Explain to children that families come in all shapes and sizes, and even though families may have similarities they can be quite different from other families. Some families are small and others are large with extended members.



2. Mind-map or brainstorm things that make a family special. A family can play indoor and outdoor games together, they can go to parks and have a picnic, go to museums and galleries and fun parks. Families have different religions, cultures, ethnicities, beliefs, foods, customs and traditions.

3. What makes your family unique?

Explain what an 'immediate family' is. Have students draw their immediate family in the middle an A4 picture frame (see below). Get them to write, using coloured markers or crayons, the things that make their family special and unique in the space around the pictures of their family.

Students might write some of the following: we sing together, mum plays piano, dad roller-skates, we dance, play cricket, we go to church, we do kapa haka, we visit grandma's house, we watch TV, play monopoly etc. Have students write the many things their family does in the spaces around the pictures of their family.

Have children present the pictures of their family to a group of 3 or 4 so everyone has a chance to speak.

4. Extended family.

Have children discuss what an 'extended family member' is, as opposed to an immediate family member. Get them to draw pictures of members of their extended family such as uncles, aunties, great-grandmothers and grandfathers, cousins or even fostered children etc. Have them write two or three things that they know about each member underneath. For example:

(picture)
Sheila is my cousin
She likes horses
She likes cookies

Share the pictures in small groups.

5. Other examples of whanau

Show the students the photographs of sports teams, performers, community organisations, the class etc, and explain how these groups of people are also in whanau groups. Invite a member of your local sports team, fire unit, a patrol leader or the kapa haka leader into the class to talk about how they have a sense of whanau within that group. Have the students draw a picture of a whanau group that they belong to within their community, and get them to list the emotions they feel by being a part of that group.

Play the episode '**Whanau**', DVD2, Bryan & Bobby Series 3 to summarise the learning.

Visit www.bryanandbobby.co.nz for more information.

Watch the following episodes in the previous Bryan & Bobby Resource Kits:

Episode Nurture, DVD2, Bryan & Bobby Series 2 and use the corresponding unit in Workbook 2

SUPPLEMENTARY ACTIVITIES

Arts and Crafts

Have the children make a family tree with tree branches (collected after pruning). Use big branches with lots smaller branches growing off them. Allow the children to pick a branch and glue on name tags and/or pictures of the various members of their immediate and extended family.

Have the children cut out facial features from a magazine and have them glue them onto a paper plate to make a funny face.

Ask the parents to bring in pictures or photographs they no longer want. Cut out the people in the pictures and attach the pictures to a popsicle stick or a straw with tape to make a puppet. Have children make up family stories about the puppets.

Topic

Have students practice a variety of chores that they or their parents would normally carry out, such as washing the dishes, folding the clothes, taking out the trash, washing the windows etc.

Have the children finish the sentence "I respect my family because...". Write down the children's answers and display on the wall.

Have a Grandparent's Day where grandparents are invited to come along and have a shared lunch. They can also discuss what they used to do and learn at school when they were their grandchildren's age.

Ask parents to allow students to bring in photos of their family and have them displayed for all to see.

Baby photo guess. Have your students bring in a photo of themselves as babies and post these on the display wall. Have all students guess who is who.

Family/school picnic day. Invite families to a fun afternoon at school, having lunch and joining in games with other students and their families.

Reading

Read a lot of books about families and discuss the similarities and differences.

Written Language

Write about the best and/or worst day you have ever had with your family.