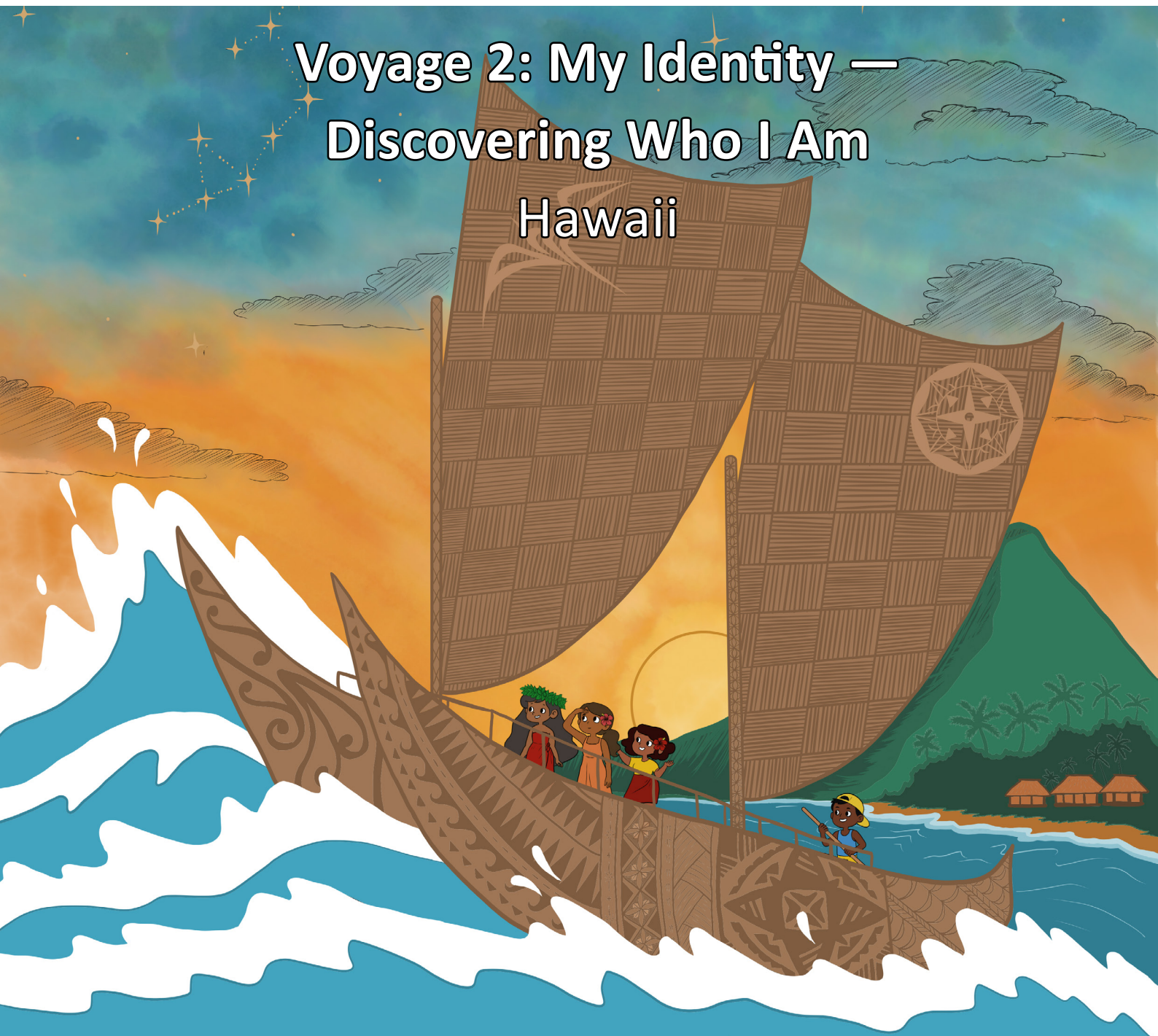


Nesian Narratives Toolkit

Voyage 2: My Identity — Discovering Who I Am Hawaii



A Pacific-Led Educational Resource for Kaiako Supporting
Identity and Wellbeing of Tamariki Aged 4-5 in Early Childhood
Education (ECE) Settings across Aotearoa New Zealand.

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Report Design

Bo Moore, www.bomoore.net

Illustrations

Yvette Sapatu, yvettesapatu@gmail.com

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Contact

Dr Analosa Veukiso-Ulugia
Faculty of Arts and Education
The University of Auckland
Email: a.veukiso-ulugia@auckland.ac.nz

Ang Mizziebo (Centre Director)
The Tree House, Middlemore Staff Early Childcare Centre
100 Hospital Road, Otahuhu, Auckland
Email: ang.mizziebo@middlemore.co.nz



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Nesian Narratives Toolkit

Voyage 2: My Identity —
Discovering Who I Am
Hawaii

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1. About this topic

During this voyage, tamariki will explore the richness of identity and relationships, gaining a deeper understanding of themselves and others. They will learn about Hawaii's people, culture, geography, and values, including the Spirit of Aloha, which teaches kindness, respect, and the importance of strong connections within communities. As they uncover their own strengths, passions, and interests, tamariki will develop confidence in who they are, celebrating both their uniqueness and the diversity around them. They will come to see that differences make us special and that embracing them helps foster meaningful relationships.

2. Learning Outcomes

Over time and with guidance and encouragement, tamariki will become increasingly capable of:

1. Exploring and sharing fascinating facts about Hawaii, including its people, culture, history, geography, values, and the concept of Aloha—developing an understanding of kindness, respect, and deep connections within communities.
2. Identifying their strengths, passions, and interests, building confidence in who they are.
3. Recognising that everyone has unique qualities, perspectives, and ways of thinking—learning that differences make us special, and that respecting and celebrating diversity helps build strong relationships.

3. Curriculum Planning

1. Tamariki will explore and share fascinating facts about Hawaii

Principle:	Empowerment Whakamana
Strand:	Belonging Mana Whenua
Goal:	Tamariki will experience an environment where the values of Aloha—kindness, respect, and connection—help strengthen their understanding of self, identity, and relationships with others.
Objective:	Tamariki will engage in learning experiences that encourage curiosity, storytelling, and shared discussions about Hawaii’s cultural traditions. They will explore the meaning of Aloha by practicing kindness, respect, and inclusivity in their interactions, building meaningful connections and appreciating the diversity within their communities.

Planned Learning Experience:

- a) Meeting Kalani (Nēnē) and Kainoa, the Hawaiian Monk Seal
- b) Learning Hawaiian Greetings – Aloha and Mahalo
- c) Creating Mini Aloha Shirts
- d) Hula Dance Session

2. Tamaiti will discover their unique qualities

Principle:	Empowerment Whakamana
Strand:	Wellbeing Mana Atua
Goal:	Tamaiti will experience an environment that nurtures self-discovery, where they are encouraged to explore their passions and develop confidence in their unique qualities.
Objective:	Through play, storytelling, and interactive activities, tamaiti will engage in meaningful experiences that help them recognise their strengths and interests. They will be supported to express themselves, celebrate their uniqueness, and develop a positive sense of identity while valuing the diversity of those around them.

Planned Learning Experience:

- a) All About Me - Exploring Identity
- b) Self-portraits - Seeing Our Unique Selves
- c) Family Tree - My Connections to ‘Ohana

3. Tamariki will celebrate diversity

Principle:	Contribution Mana Tangata
Strand:	Belonging Mana Whenua
Goal:	Tamariki will experience an environment where they feel included, respected, and celebrated for their differences, fostering positive relationships built on understanding and appreciation.
Objective:	Through storytelling, group discussions, and collaborative activities, tamariki will explore how people think and experience the world differently. They will practice empathy, cooperation, and respectful communication, developing skills that help build strong, inclusive relationships within their learning community.

Planned Learning Experience:

- a) The Aloha Circle - Sharing what makes us special
- b) Hawaiian Lei-making - A Celebration of Unique Qualities

4. Connections to Curriculum

The topic of “My Identity – Discovering Who I Am” aligns closely with both *Te Whāriki* and *Tapasā*, as both frameworks emphasise belonging, cultural understanding, and the importance of respectful relationships in learning (Ministry of Education, 2017; Ministry of Education, 2018).

1. Exploring Hawaiian Culture and the Spirit of Aloha

Te Whāriki: Supports tamariki in developing a sense of belonging (Mana Whenua) by exploring diverse cultures, traditions, and values. Learning about the Spirit of Aloha reinforces kindness, respect, and meaningful connections within communities.

Tapasā: Encourages educators to foster awareness of Pacific identities, ensuring tamariki appreciate cultural values and traditions beyond their own, deepening their understanding of relationships and shared connections.

2. Identifying Strengths, Passions, and Interests

Te Whāriki: Aligns with the principle of empowerment (Whakamana), encouraging tamaiti to explore their strengths and interests, fostering confidence and a positive sense of identity.

Tapasā: Supports educators in recognising and valuing the individuality of Pacific learners, ensuring tamariki feel seen, heard, and empowered in their self-discovery journey.

3. Understanding Diversity and Building Relationships

Te Whāriki: Strengthens contribution (Mana Tangata) by guiding tamaiti to appreciate diverse perspectives, fostering respectful interactions and meaningful connections.

Tapasā: Encourages the development of reciprocal relationships, supporting tamariki in learning how to engage with others, respect differences, and celebrate diversity within their learning environments.

5. Assessment and Evaluation

Kaiako can record and track tamariki’s understanding of ‘My Identity’ using a range of methods aligned with *Te Whāriki*. These methods include, but are not limited to:

- Observations
- Learning stories
- Group discussions
- Portfolio/diary entries
- Child-friendly self-assessment
- Quizzes (e.g., on iPad)
- Group projects and presentations
- Parent and whānau feedback

6. Essential Facts for Kaiako

Here are some useful facts for kaiako on supporting tamariki in discovering their identity. It is important to approach this topic in a way that is responsive to each tamaiti's level of understanding and interest, while incorporating cultural perspectives and ethical values. More details about Hawaii can be found in [Section 10: Island Nation Spotlight](#).

Understanding My Identity for Young Learners

- Identity is about self-discovery and belonging – Tamariki will learn to recognise their strengths, passions, and unique qualities that shape who they are.
- Identity connects to relationships – Through shared experiences, tamariki will understand how diversity enriches connections and helps build meaningful relationships.
- Cultural perspectives matter – Identity is deeply embedded in Māori and Pacific values, including whakapapa, collective responsibility, and respect for others.

Connections to Learning Outcomes

1. Exploring Hawaiian Culture and the Spirit of Aloha

- Learning about diverse cultures broadens tamariki's understanding of the world and strengthens their sense of belonging (Mana Whenua).
- The Spirit of Aloha teaches kindness, respect, and connections, reinforcing values that help tamariki build positive relationships (Mana Tangata).
- Engaging with stories and traditions fosters curiosity and appreciation for different ways of living (Mana Aotūroa).

2. Identifying Strengths, Passions, and Interests

- Tamariki develop confidence in who they are by exploring their own strengths and passions (Mana Atua).
- Self-discovery supports emotional resilience and encourages tamariki to express themselves positively (Whakamana – Empowerment).
- Encouraging tamariki to explore new interests fosters curiosity, creativity, and personal growth (Mana Aotūroa).

3. Understanding Diversity and Building Relationships

- Recognising and valuing differences helps tamariki develop strong social skills and meaningful friendships (Mana Tangata).
- Encouraging tamariki to listen, take turns, and express thoughts fosters respectful communication (Mana Reo).
- Celebrating diversity strengthens tamariki's sense of belonging, ensuring they feel valued within their learning community (Mana Whenua).

7. Information to share with Parents and Caregivers

Supporting Your Child's Identity Journey

Helping your child explore their identity is an important part of their growth and learning. At this age, tamariki are beginning to understand who they are, what they love, and how they

connect with the world around them. As parents and caregivers, you play a key role in fostering their confidence, curiosity, and appreciation for diversity.

Why Identity Matters

Children thrive when they feel seen, valued, and connected. Encouraging tamariki to express themselves, explore their interests, and celebrate their strengths helps them develop a positive sense of identity. Learning about different

cultures—like Hawaii's concept of Aloha—reinforces kindness, respect, and the importance of relationships. Recognising that everyone has unique qualities allows tamariki to build meaningful connections and appreciate diversity.

Family Contributions

Simple, everyday interactions can help strengthen your child's understanding of identity and relationships. Here are a few activities you can do together:

- **Create an Identity Collage:** Gather pictures, drawings, or words from old magazines that represent your child's interests, strengths, and family connections. Let them talk about what makes them special and select images.
- **Share Family Stories:** Share photo albums with your child and talk about your whakapapa, family traditions, or ancestors. Discuss how stories help us understand who we are and where we come from.
- **Practice Kindness Together:** Encourage daily acts of kindness—whether through words, gestures, or actions. Find positive moments to discuss with your child how kindness helps build friendships and strong communities.
- **Celebrate Differences:** Read books or watch videos about people from different backgrounds. Talk about how everyone is unique, that diversity makes the world interesting, and how respecting others helps us grow.
- **Explore Places and Cultures:** Look at maps or pictures of different places, including Hawaii and Aotearoa. Discuss how geography, traditions, and values shape identity.

8. Professional Development

ECE kaiako can strengthen their professional development in teaching tamariki about identity and Hawaii through culturally responsive learning.

Kaiako can strengthen their ability to foster identity and belonging by engaging in professional learning through workshops and training focused on identity development. Building connections with whānau and cultural leaders offers valuable insights into diverse identities, enriching inclusive teaching practices.

For those working with Hawaiian learners, attending courses on Hawaiian culture, history, and values ensures culturally responsive teaching. Collaborating with Hawaiian educators or cultural experts also provides deeper understanding of traditional teaching methods and perspectives. Webinars from the [Teaching Council of Aotearoa New Zealand](#) offer valuable support for ongoing professional growth. Refer to [Section 11: Additional Resources](#) for more information.

9. Health, Safety and Quality Practice

Creating a safe and supportive environment in early childhood education (ECE) is essential, especially when exploring identity and self-discovery. In Aotearoa New Zealand, kaiako follow key health and safety guidelines to ensure tamariki can develop confidence, build relationships, and celebrate diversity in a secure learning space. These guidelines cover areas such as emotional wellbeing, cultural safety, respectful interactions, family engagement, and inclusive environments. Below is a list of relevant health and safety considerations to help educators foster meaningful and safe identity-focused learning experiences.

1. Emotional Wellbeing and Safe Learning Spaces

ECE Licensing Criteria (HS30): Centres must provide an environment where tamariki feel valued, respected, and emotionally secure. Self-expression and identity exploration should be nurtured in ways that support confidence and positive interactions.

Preventing Bullying and Discrimination: Encouraging acceptance of differences helps tamariki understand that diversity is a strength and should be celebrated. Educators must model inclusion and foster respectful discussions about uniqueness.

2. Cultural Safety and Inclusivity

ECE Licensing Criteria (Cultural Responsiveness): Centres must ensure learning experiences reflect diverse cultures, perspectives, and ways of thinking. Teaching tamariki about Hawaiian values, including the Spirit of Aloha, helps foster respect for global identities while reinforcing connections to their own cultural backgrounds.

Representation Matters: Providing tamariki with opportunities to see themselves reflected in learning materials, discussions, and learning experiences builds a strong sense of belonging and identity.

3. Safe Interactions and Relationship Building

ECE Licensing Criteria (Children's Rights and Respect): Learning environments and kaiako must protect tamariki's rights to express themselves, explore their identity, and feel safe in their learning journey.

Encouraging Respectful Communication: Teaching tamariki listening skills, turn-taking, and ways to express their thoughts respectfully helps develop positive relationships with peers and adults.

Safe Touch and Consent Awareness: Kaiako should encourage tamariki e.g., through their role-modelling to understand personal boundaries and respect others in play and social interactions, reinforcing healthy relationships and emotional safety.

4. Family and Community Engagement

ECE Licensing Criteria (Collaborating with Whānau): Centres must work closely with families to support tamariki's identity exploration, ensuring learning experiences extend beyond the ECE setting.

Encouraging Family Conversations: Parents and caregivers can share traditions, stories, and values that help tamariki understand their whakapapa and cultural heritage, strengthening their self-awareness and confidence.

5. Safe Environments for Learning About Identity

ECE Licensing Criteria (HS1 – Physical Environment): Spaces should be designed to support safe play and exploration, allowing tamariki to express themselves freely while feeling secure.

Ensuring Age-Appropriate Discussions: Teaching about identity must be framed in ways that are relevant to tamariki's level of understanding, using play-based learning, storytelling, and group activities to make concepts relatable and engaging.

10. Island Nation Spotlight: Key Facts About Hawai'i

1. Host / Guide*

Kainoa the Hawaiian Monk seal: One popular tale tells of a monk seal named Kainoa, who was known for his playful nature and deep connection to the sea. Kainoa would often be seen guiding fishermen safely back to shore, ensuring they avoided dangerous currents and predators. His presence was a sign of good fortune and protection, and he was honoured by the community for his guardianship.

* Kaiako may wish to use this character as a host or guide to lead tamariki through the voyage learning experiences, helping make the journey engaging, relatable, and culturally meaningful.

2. Animal / Puppet

Meet Kalani, our Nēnē bird! The Nēnē, also known as the Hawaiian goose, is a unique species found only in the Hawaiian Islands. Kalani represents this special bird, which lives in the

wild on islands such as Maui, Kaua'i, Molokai, and Hawai'i. In 1957, it was designated as the official state bird of the state of Hawai'i.

3. Landmarks

- **Pearl Harbor National Memorial:** Commemorates the events of December 7, 1941, and includes the USS Arizona (battleship) Memorial.
- **Wailua Falls:** An iconic waterfall on Kauai
- **Iolani Palace:** The only royal palace in the United States, located in Honolulu.
- **Molokini Crater:** A crescent-shaped volcanic crater popular for snorkelling

4. Famous people: Queens / Leaders

- **Israel Kamakawiwo'ole:** A beloved Hawaiian musician known for his rendition of "Somewhere Over the Rainbow".
- **Duke Kahanamoku:** Duke Paoa Kahinu Mokeo Hulikohola Kahanamoku (August 24, 1890 – January 22, 1968) was a Hawaiian competition swimmer, lifeguard, and is a popular figure in the sport of surfing.
- **King Kamehameha I:** The unifier of the Hawaiian Islands, establishing the Kingdom of Hawaii.
- **Queen Liliuokalani:** The last monarch of Hawaii, known for her efforts to preserve Hawaiian culture and sovereignty.

5. Common phrases

Hello	<i>Aloha</i>
Goodbye/ Until we meet again	<i>A hui hou</i>
Thank you	<i>Mahalo</i>

How are you?	<i>Pehea oe?</i>
Please?	<i>E 'olu'olu?</i>
Family	<i>'Ohana</i>

6. Cultural artefacts

- **Kapa:** Kapa is a traditional Hawaiian cloth made from the bark of the wauke (paper mulberry) tree. It is decorated with intricate patterns and used for clothing, bedding, and ceremonial purposes.
- **Niho Palaoa:** Niho palaoa are pendants made from whale teeth, often worn by Hawaiian chiefs as symbols of status and power.
- **'Umeke:** 'Umeke are wooden bowls used for storing and serving food. They are often beautifully carved and hold cultural significance.
- **Mahiole:** Mahiole are traditional Hawaiian helmets made from woven fibres and decorated with feathers. They were worn by warriors and chiefs.

7. Cultural practices

- **Hula:** Hula is a traditional Hawaiian dance that is both an art form and a sacred activity. It preserves historical events, genealogy, and mythology through movements accompanied by chants (oli) and music (mele). Hula is taught by respected kumu hula (teachers) who pass down knowledge from a long lineage of masters.
- **Lei Making:** Lei are garlands or wreaths made from flowers, leaves, shells, seeds, or feathers. They symbolise love, respect, and celebration. Lei making is a cherished tradition, and giving a lei is a gesture of aloha (love and compassion).
- **Honi Ihu:** The honi ihu is a traditional greeting where two people touch noses and exchange breath. This practice signifies the sharing of life force and closeness in relationships.
- **Lū'au:** A lū'au is a traditional Hawaiian feast that brings people together to enjoy food, music, and dance. It is a celebration of community and culture, often featuring dishes like kālua pig, poi, and haupia.

8. Easy songs to learn

- **Numbers song:** Counting to ten in the Hawaiian language.
Website: <https://www.youtube.com/watch?v=vsCZ9IRCqAM>
- **Twinkle Twinkle Little Star:** The Hawaiian rendition of the lullaby 'Twinkle Twinkle Little Star'.
Website: <https://www.youtube.com/watch?v=hBM7jcScFZg>
- **Row Row Row Your Boat:** The Hawaiian rendition of the nursery rhyme 'Row Row Row Your Boat'.
Website: <https://www.youtube.com/watch?v=wZsr9KYwY5g>

9. Cultural attire

- **Lei:** Lei are garlands or wreaths made from flowers, leaves, shells, seeds, or feathers. In Hawaiian culture, leis symbolise love, respect, connection, and celebration. More than decorative garlands, they represent the Aloha spirit, emphasising kindness and unity. Giving or receiving a lei is a meaningful gesture used to welcome, honour, and express appreciation. Leis are worn at significant moments—graduations, weddings, birthdays—and some are made with sacred plants, symbolising protection and blessings.
- **Malo:** Malo are loincloths worn by men, made from kapa cloth. They are tied around the waist and between the legs, providing comfort in the tropical climate.
- **Pā'ū:** Pā'ū are skirts worn by women, also made from kapa cloth. They are long and flowing, allowing for maximum airflow and comfort.

10. Cultural food

- **Laulau:** Pork, fish, or chicken wrapped in taro leaves and cooked in an underground oven called an imu.
- **Poi:** A staple made from mashed taro root, often served alongside other dishes.
- **Kalua Pig:** Slow-roasted pork cooked in an imu, seasoned with Hawaiian sea salt and wrapped in banana or ti leaves.
- **Poke:** A raw fish salad typically made with ahi (yellowfin tuna) or aku (skipjack tuna), marinated in soy sauce, sesame oil, and green onions.

11. Flag / Flag description

- The flag of Hawaii, also known as the Hawaiian flag, features eight horizontal stripes of white, red, and blue, with the Union Jack in the canton (upper-left corner). The eight stripes represent the main islands of Hawaii.
- The Union Jack reflects Hawaii's historical ties with the British Royal Navy and the pro-British sentiment of King Kamehameha I. The flag was first adopted in 1845 and has remained unchanged through Hawaii's transition from a kingdom to a republic, and eventually to a U.S. state.

12. Sports

- **Surfing:** Originating in Hawaii, surfing is deeply embedded in the island's culture. Ancient Hawaiians consider it a spiritual activity.
- **Outrigger Canoe Paddling:** This sport involves racing long distance in outrigger canoes, a practice that dates back to ancient Polynesian voyaging.
- **Spearfishing:** An ancient practice that has evolved into a popular sport, spearfishing is both a way to connect with the ocean and a method of sustainable fishing.
- **Hula:** While primarily a dance, hula is also a form of storytelling and physical activity that requires skill and endurance.

13. Myths / legends specific to this island nation

- **Pele, the Goddess of Volcanoes:** Pele is one of the most well-known deities in Hawaiian mythology. She is believed to reside in the Kīlauea volcano and is both a creator and destroyer, shaping the islands with her fiery power.
- **Māui, the Demigod:** Māui is a trickster hero known for his cleverness and strength. One of his famous feats includes slowing down the sun to lengthen the day.
- **The Menehune:** These are small, mythical people believed to be master builders and craftsmen. According to legend, they built structures overnight, such as fishponds and temples.
- **The Love Story of Lehua and ‘Ōhi’a:** This tale explains the origin of the ‘ōhi’a lehua tree. According to legend, the goddess Pele transformed the lovers Lehua and ‘Ōhi’a into a tree and its flowers after a tragic love story.

14. Proverb

- **“He keiki aloha na mea kupuna.”:** Beloved children are the descendants of ancestors. This proverb emphasises the importance of children as the continuation of family lineage and the cherished connection to ancestors.
- **“Aia i ka mole kamali’i.”:** Children always begin at the foundation. This highlights the idea that children are the foundation of the future, and their upbringing is crucial for their development.
- **“Kā hana a ka makua, o ka hana no ia a keiki.”:** What parents do, children will do. This proverb underscores the influence of parents on their children, suggesting that children learn and mimic the behaviors of their parents.
- **“Nānā ka maka; ho’olohe ka pepeiao; pa’a ka waha; hana ka lima.”:** Observe with the eyes; listen with the ears; shut the mouth; work with the hands. This teaches the importance of learning through observation and listening, and the value of hard work.

15. Other Facts

- **Cultural Respect:** Hawaiian culture is deeply rooted in respect for the land and its people. It’s important to learn and practice local customs, such as removing shoes before entering homes and respecting sacred sites.
- **Island Diversity:** Hawaii consists of eight main islands, each with its own unique attractions and characteristics. The most visited islands are Oahu, Maui, Kauai, and the Big Island (Hawaii Island).
- **‘Ohana – The Hawaiian Concept of Family:** In Hawaiian culture, ‘ohana means family, but it goes beyond immediate relatives—it represents a deep sense of connection, care, and responsibility among extended family, close friends, and the wider community.

The word ‘ohana comes from ‘oha, which refers to the shoot of the taro plant (kalo), symbolising growth, interdependence, and the continuation of generations. For Hawaiians, family is more than blood ties—it includes chosen family, mentors, and those who nurture and guide others. The concept of ‘ohana encourages support, inclusivity, and respect, ensuring that elders (kupuna) are honoured and younger members (keiki) are nurtured. It’s a reminder that no one is left behind or forgotten. Understanding ‘ohana helps strengthen identity, teaching that relationships and responsibilities extend beyond the individual. It is about belonging and collective wellbeing, shaping how people interact within their communities.

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11. Additional Resources

Here are some helpful resources to support teaching about Hawaii and culturally affirming identity. *Please note that while many of these resources are free, some may require payment.*

NZ Government Resources

Te Whāriki (ECE Curriculum) – A foundational document for ECE in Aotearoa that supports holistic learning, ensuring tamariki develop a strong sense of identity, relationships, and cultural awareness. www.tewhariki.tki.org.nz

Tapasā Framework – A guide for educators working with Pacific learners, ensuring culturally affirming identity development. <https://www.education.govt.nz/our-work/publications/tapasā/>

Inclusive Practice – Ministry of Education – Provides resources for creating an environment that celebrates diversity, ensuring tamariki understand that differences make us special and help build strong relationships: <https://tewhariki.tahurangi.education.govt.nz/inclusivepractice/5637164140.p>

Ngākau Whiwhita – Following Passions and Interests – A Ministry of Education resource that supports kaiako in identifying their strengths, passions, and interests, fostering confidence in who they are: <https://tewhariki.tahurangi.education.govt.nz/ng-kau-whiwhita---following-passions-and-interests/5637206943.p>

Effective Practice for Teaching Pacific Learners - This 2019 report highlights effective teaching strategies for Pacific learners, ensuring culturally responsive education that fosters identity and belonging. <https://www.educationcounts.govt.nz/publications/pacific/best-practice-for-teaching-pacific-learners-pacific-evidence-brief>

Oranga Tamariki – Identity and Culture – Offers guidance on supporting individuals in understanding ways of developing a strong sense of self, cultural understanding, and connections to their heritage. <https://practice.orangatamariki.govt.nz/our-work/assessment-and-planning/assessments/specialist-topics/identity-and-culture>

Action Plan for Pacific Education (2020-2030) - The Action Plan for Pacific Education 2020– 2030 outlines the New Zealand Government’s commitment to improving educational outcomes for Pacific learners and their families. It focuses on five key shifts: working

with Pacific communities, confronting racism, building cultural competence in educators, partnering with families, and valuing Pacific educators—ensuring Pacific learners feel safe, valued, and equipped to achieve their aspirations. <https://www.education.govt.nz/ourwork/overall-strategies-and-policies/action-plan-for-pacific-education>

Local Government Resources

You may wish to contact your local council to inquire about initiatives, strategic plans, and programmes developed to support children’s wellbeing and development. For instance, Auckland Council has implemented the Thriving Rangatahi Strategy. It is part of the broader Ngā Hapori Momoho / Thriving Communities strategy, which recognises that healthy, happy tamariki and rangatahi are central to building strong, thriving communities.

Other Resources

Preserving Indigenous Hawaiian Culture Through Aloha – A lesson plan for kaiako that explores Hawaiian history, values, and the concept of Aloha, helping tamariki understand kindness, respect, and deep connections within communities: https://worldview.unc.edu/wp-content/uploads/sites/433/2024/05/1_Pulcini_SLIDEDECK_Preserving-Indigenous-Hawaiian-Culture-ThroughAloha.pdf

Hawaiian Values-Based Lessons – Hookuaaina – Provides culturally grounded lessons that explore Hawaiian values, including respect, responsibility, and connection to the land: <https://www.hookuaaina.org/home/lessons-resources/hawaiian-values>

Research for Better Pacific Schooling in New Zealand: Teu le Va - A Samoan perspective on improving Pacific education, focusing on relationships and identity development. <https://www.journal.mai.ac.nz/system/files/maireview/298-2299-1-PB.pdf>. Anae, M. (2010). Research for better Pacific schooling in New Zealand: Teu le va – a Samoan perspective. MAI Review, 1-24.

VOYAGE 2.1

Planned Learning

Experience: Learning and sharing fascinating facts about Hawaii

a) Meeting Kalani (Nēnē) and Kainoa, the Hawaiian Monk Seal

Principle:	Empowerment Whakamana
Strand:	Belonging Mana Whenua
Goal:	Tamariki will experience an environment where the values of Aloha—kindness, respect, and connection—help strengthen their understanding of self, identity, and relationships with others.
Objective:	Tamariki will engage in learning experiences that encourage curiosity, storytelling, and shared discussions about Hawaii’s people and cultural traditions. They will explore the meaning of Aloha by practising kindness, respect, and inclusivity in their interactions, building meaningful connections and appreciating the diversity within their communities.

Background:

Meet Kalani the Nēnē bird and Kainoa the Hawaiian Monk Seal, two friendly guides who will take tamariki on an exciting journey to explore the Hawaiian people, culture, history, geography, and values. Through storytelling, movement, and creative activities, tamariki will learn about the spirit of Aloha, which embraces kindness, respect, and deep connections within communities.

Kalani and Kainoa will introduce tamariki to Hawaiian greetings, teach them about the beauty of Hawaiian landscapes, and encourage them to express themselves through art and dance. Whether decorating vibrant mini aloha shirts or practicing hula movements, tamariki will strengthen their sense of identity, belonging, and appreciation for different cultures—all while having fun with their new Hawaiian friends.

Materials Needed:

- Two puppets* or images of *Kalani* the Nēnē bird and *Kainoa* the Hawaiian Monk Seal
- A map of Hawaii
- Pictures of Hawaiian people, landscapes and wildlife

*You may wish to use socks or print out pictures of the Nēnē bird and *Kainoa* the Hawaiian Monk Seal in place of a puppet.

Activity Steps:

1. Introduce Kalani and Kainoa as “hosts” who will guide tamariki through Hawaiian culture and traditions.
2. Show a map of Hawaii and explain where it is in relation to Aotearoa.
3. Drawing on information from Section 10: Island Nation Spotlight , and using the puppets, share simple facts about Hawaii.
4. Encourage tamariki to ask questions and share their thoughts about the people, animals, and Hawaii’s natural beauty.

VOYAGE 2.1

Planned Learning

Experience: Learning and sharing fascinating facts about Hawaii

b) Learning Hawaiian Greetings – Aloha and Mahalo

Principle:	Empowerment Whakamana
Strand:	Belonging Mana Whenua
Goal:	Tamariki will experience an environment where the values of Aloha—kindness, respect, and connection—help strengthen their understanding of self, identity, and relationships with others.
Objective:	Tamariki will engage in learning experiences that encourage curiosity, storytelling, and shared discussions about Hawaii’s people and cultural traditions. They will explore the meaning of Aloha by practising kindness, respect, and inclusivity in their interactions, building meaningful connections and appreciating the diversity within their communities.

Background:

Tamariki will practice Hawaiian greetings, learning to express kindness and appreciation in different cultural contexts. Note: External links and websites referenced are used solely for educational purposes; copyright remains with the original creators and rights holders.

Materials Needed:

- Picture cards showing people saying “Aloha” and “Mahalo”.
- Audio recordings of Hawaiian greetings. For example, you may wish to teach tamariki the lyrics to [That’s the Hawaiian Island Way](#).

Activity Steps:

1. Introduce Aloha (hello, love, peace) and Mahalo (thank you) as important words in Hawaiian culture.
2. Play recordings or songs that feature the words “Aloha” and “Mahalo” and encourage tamariki to repeat the words.
3. Use picture cards to show greetings in different settings (meeting friends, thanking someone).
4. Practice greetings in a short role-play where tamariki welcome each other with “Aloha” and show gratitude by saying “Mahalo.”

VOYAGE 2.1

Planned Learning

Experience: Learning and sharing fascinating facts about Hawaii

c) Creating Mini Aloha Shirts

Principle:	Empowerment Whakamana
Strand:	Belonging Mana Whenua
Goal:	Tamariki will experience an environment where the values of Aloha—kindness, respect, and connection—help strengthen their understanding of self, identity, and relationships with others.
Objective:	Tamariki will engage in learning experiences that encourage curiosity, storytelling, and shared discussions about Hawaii’s people and cultural traditions. They will explore the meaning of Aloha by practising kindness, respect, and inclusivity in their interactions, building meaningful connections and appreciating the diversity within their communities.

Objective:

Tamariki will explore Hawaiian cultural symbols by designing their own mini aloha shirts, fostering creativity, self-expression, and a sense of identity. The aloha shirt showcases native flora, fauna, and motifs that reflect the beauty and uniqueness of Hawai‘i—serving as a visual expression of local heritage and connection to land (‘āina). Its design blends Indigenous Hawaiian, Asian, and Western influences, symbolising Hawai‘i’s multicultural history. Through this activity, tamariki will engage with the aloha shirt not just as clothing, but as a symbol of cultural pride, emotional connection, and personal storytelling.

Note: External links and websites referenced are used solely for educational purposes; copyright remains with the original creators and rights holders.

Materials Needed:

- Pre-cut paper or fabric shirt templates
- Markers, crayons, or fabric paint
- Stickers of flowers, waves, and Hawaiian patterns

Activity Steps:

1. Show images of traditional Hawaiian aloha shirts and explain their bright patterns representing nature. For example, the singer in the [Aloha Song](#) is wearing a bright blue aloha shirt.
2. Give tamariki shirt templates and invite them to decorate with flowers, waves, and vibrant designs.
3. Encourage tamariki to share their creations, explaining what colors and patterns they chose.
4. Display the decorated shirts in a “Hawaiian corner” to celebrate their artwork.

VOYAGE 2.1

Planned Learning

Experience: Learning and sharing fascinating facts about Hawaii

d) Hula Dance Session

Principle:	Empowerment Whakamana
Strand:	Belonging Mana Whenua
Goal:	Tamariki will experience an environment where the values of Aloha—kindness, respect, and connection—help strengthen their understanding of self, identity, and relationships with others.
Objective:	Tamariki will engage in learning experiences that encourage curiosity, storytelling, and shared discussions about Hawaii’s people and cultural traditions. They will explore the meaning of Aloha by practising kindness, respect, and inclusivity in their interactions, building meaningful connections and appreciating the diversity within their communities.

Objective:

Tamariki will learn simple hula movements to Hawaiian music, developing physical coordination while appreciating Hawaiian traditions. Note: External links and websites referenced are used solely for educational purposes; copyright remains with the original creators and rights holders.

Materials Needed:

- Hawaiian music playlist. For example, [Learn how to Hula in Miss Jessica’s World](#)*
- Grass skirts (optional)
- Open space for movement

*This is a 12.03 minute YouTube Video clip. The first 3 minutes is an introduction and background of Hula and Hawaii. At 3:01 - the teacher explains Hand positions, followed by action movements.

Activity Steps:

1. Introduce hula (e.g., at a group time) as a Hawaiian dance that tells stories through hand movements and body gestures.
2. Play Hawaiian music and demonstrate basic hula moves (e.g., swaying arms like ocean waves, hand gestures for the sun and nature).
3. Encourage tamariki to follow along and move rhythmically to the music.
4. Finish with a group Aloha as tamariki reflect on how hula connects people through storytelling and celebration.

VOYAGE 2.2

Planned Learning

Experience: Tamariki will identify their strengths, passions, and interests, building confidence in who they are

a) All About Me – Exploring My Identity

Principle:	Empowerment Whakamana
Strand:	Wellbeing Mana Atua
Goal:	Tamariki will experience an environment that nurtures self-discovery, where they are encouraged to explore their passions and develop confidence in their unique qualities.
Objective:	Through play, storytelling, and interactive activities, tamariki will engage in meaningful experiences that help them recognise their strengths and interests. They will be supported to express themselves, celebrate their uniqueness, and develop a positive sense of identity while valuing the diversity of those around them.

Objective:

Tamariki will reflect on their name, family, and unique qualities, fostering self-awareness and pride in who they are.

Materials Needed:

- Space to have a conversation

Activity Steps:

1. Introduce the concept of Mo'okū'auhau (genealogy) and explain how names in Hawaiian culture carry deep meaning, linking people to their ancestors.
2. Provide tamariki with discussion opportunities at group time that include questions like:
3. "Where does my name come from?"
4. "Who is in my 'ohana (family)?"
5. "What's something special about me?"
6. Encourage tamariki to share their answers in the group setting to build confidence in their identity.

VOYAGE 2.2

Planned Learning

Experience: Tamariki will identify their strengths, passions, and interests, building confidence in who they are

b) Self-Portraits – Seeing Our Unique Selves

Principle:	Empowerment Whakamana
Strand:	Wellbeing Mana Atua
Goal:	Tamariki will experience an environment that nurtures self-discovery, where they are encouraged to explore their passions and develop confidence in their unique qualities.
Objective:	Through play, storytelling, and interactive activities, tamariki will engage in meaningful experiences that help them recognise their strengths and interests. They will be supported to express themselves, celebrate their uniqueness, and develop a positive sense of identity while valuing the diversity of those around them.

Objective:

Tamaiti will observe their physical features and recognise their uniqueness, strengthening self-identity and confidence.

Materials Needed:

- Handheld mirrors
- Paper and pencils
- Paints or crayons

Activity Steps:

1. Introduce the Hawaiian concept of Mana (spiritual energy), explaining that everyone carries their own strengths and uniqueness.
2. Give tamariki mirrors and ask them to observe their facial features, hair, and eye colour.
3. Provide paper for self-portraits, encouraging them to add personal details that make them special (e.g., favorite colors or symbols).
4. Display the portraits in an “Identity Wall” to celebrate each tamaiti’s uniqueness.

VOYAGE 2.2

Planned Learning

Experience: Tamariki will identify their strengths, passions, and interests, building confidence in who they are

c) Family Tree – My Connections to ‘Ohana

Principle:	Empowerment Whakamana
Strand:	Wellbeing Mana Atua
Goal:	Tamariki will experience an environment that nurtures self-discovery, where they are encouraged to explore their passions and develop confidence in their unique qualities.
Objective:	Through play, storytelling, and interactive activities, tamariki will engage in meaningful experiences that help them recognise their strengths and interests. They will be supported to express themselves, celebrate their uniqueness, and develop a positive sense of identity while valuing the diversity of those around them.

Objective:

Tamaiti will explore their family structure, strengthening their understanding of belonging and relationships.

Materials Needed:

- Large paper or poster boards
- Markers and stickers
- Photos or drawings of family members

Note for Kaiako: Family Tree – Exploring Connections and Identity

A family tree is a diagram that represents a person’s genealogy (whakapapa or mo’okū’auhau), showing connections between family members across generations. It typically starts with an individual and branches out to include parents, grandparents, ancestors, siblings, and extended relatives.

In Māori and Hawaiian traditions, genealogy is essential for understanding identity and belonging. The Hawaiian concept of mo’okū’auhau emphasises knowing one’s lineage, linking people to their ancestors and cultural heritage—similar to Māori whakapapa, which connects individuals to their tūpuna (ancestors) and whenua (land).

Family trees help people:

- Recognise their relationships – Understanding their place within family structures.
- Explore cultural identity – Learning about ancestry and the significance of names.
- Strengthen belonging – Seeing themselves as part of a larger network of connections.

Activity Steps:

1. Introduce the Hawaiian value of 'Ohana, explaining that family includes not only parents and siblings but also extended family and ancestors (you may wish to refer to Section 10: Island Nation Spotlight).
2. Guide tamariki in drawing their family tree, helping them label family members and pets.
3. Encourage discussions about whakapapa (genealogy) by asking tamariki to share family traditions or stories (e.g., fun times with a grandparent).
4. Celebrate completed family trees with an Aloha circle (i.e., a special group time), where tamariki express something they appreciate about their family.

VOYAGE 2.3

Planned Learning

Experience: Tamariki will celebrate diversity, exploring how everyone has unique qualities, perspectives, and ways of thinking

a) The Aloha Circle – Sharing What Makes Us Special

Principle:	Contribution Mana Tangata
Strand:	Belonging Mana Whenua
Goal:	Tamariki will experience an environment where they feel included, respected, and celebrated for their differences, fostering positive relationships built on understanding and appreciation.
Objective:	Through storytelling, group discussions, and collaborative activities, tamariki will explore how people think and experience the world differently. They will practice empathy, cooperation, and respectful communication, developing skills that help build strong, inclusive relationships within their learning community.

Objective:

Tamariki will recognise their unique qualities and understand that respecting diversity strengthens relationships within a community.

Materials Needed:

- A talking stick or decorated item (representing Hawaiian tradition of sharing in a circle)
- A map of Hawaii and images of diverse Hawaiian communities
- Images of different Hawaiian traditions, clothing, and celebrations

Activity Steps:

1. Introduce the concept of Aloha, explaining that it means love, kindness, and respect for others. Discuss how Hawaiians embrace diversity in their communities.
2. Gather tamariki in an Aloha Circle, using a talking stick to encourage sharing.
3. Each tamaiti will take turns holding the talking stick and sharing one special thing about themselves (e.g., their favourite food, a family tradition, or a talent).
4. Show images of Hawaii's diverse communities, explaining how different people contribute to Hawaiian culture.
5. Reinforce that differences make us special and allow us to learn from each other.

VOYAGE 2.3

Planned Learning

Experience: Tamariki will celebrate diversity, exploring how everyone has unique qualities, perspectives, and ways of thinking

b) Hawaiian Lei-Making – A Celebration of Unique Qualities

Principle:	Contribution Mana Tangata
Strand:	Belonging Mana Whenua
Goal:	Tamariki will experience an environment where they feel included, respected, and celebrated for their differences, fostering positive relationships built on understanding and appreciation.
Objective:	Through storytelling, group discussions, and collaborative activities, tamariki will explore how people think and experience the world differently. They will practice empathy, cooperation, and respectful communication, developing skills that help build strong, inclusive relationships within their learning community.

Objective:

Tamariki will create lei (flower garlands) to symbolise unity, individuality, and appreciation for differences in their community. You may wish to refer to [11. Island Nation Spotlight](#) for further information about the importance of lei's in Hawaiian culture.

Materials Needed:

- Artificial flowers, real flowers, or paper cut-outs
- String or ribbon for making leis
- Photos or videos of people wearing leis to celebrate different occasions. For example, the [Official Merrie Monarch Festival YouTube Channel](#).

Activity Steps:

1. Introduce leis as a Hawaiian tradition used to welcome, honour, and celebrate people.
2. Show images or videos of people wearing leis at events like graduations, birthdays, and cultural ceremonies.
3. Encourage tamariki to select different flowers or materials for their leis, explaining that just like people, each flower is unique and brings beauty to the group.
4. Guide tamariki in threading the flowers they choose onto a string while discussing how appreciating differences builds strong friendships.
5. Once the leis are complete, tamariki can gift them to a friend or to a parent, practising Aloha by honoring and celebrating others.