

Nesian Narratives Toolkit

Voyage 11: My Safe Village [On and Offline]

Tonga



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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1. About this topic

This topic introduces tamariki to Tonga's rich culture, history, geography, and values. It emphasises the importance of having a Safe Village—3 to 5 trusted adults they can rely on, especially in moments of uncertainty or discomfort. Tamariki are encouraged to share their worries with someone in their Safe Village and develop essential online safety skills, such as protecting personal information and seeking help when something online feels wrong. Grounded in *Te Whāriki*, this approach promotes wellbeing, safety, and cultural understanding, empowering tamariki to navigate both their physical and digital environments with confidence.

2. Learning Outcomes

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

1. Learning and sharing interesting facts about Tonga, including its people, culture, history, geography, and values.
2. Understanding what a Safe Village is — a group of 3 to 5 trusted adults — and learning who they can talk to for help and support.
3. Learning the skills to understand easy rules for staying safe online, like not sharing their name or address and telling a trusted adult if something online makes them feel uncomfortable.

3. Curriculum Planning

1. Learning and Sharing Interesting Facts About Tonga

- Principle:** Family and Community I Whānau Tangata
- Strand:** Belonging I Mana Whenua
- Goal:** Tamariki experience an environment where they know they have a place and feel comfortable with routines, customs, and regular events.
- Objective:** Tamariki will learn and share interesting facts about Tonga, including its people, culture, history, geography, and values, to understand what makes it special.

Planned Learning Experience:

- a) Meeting Hikule’o (Tongan goddess) and Malu Sīsī (Tongan megapode)
- b) Making Tapa Cloth
- c) Joyful and Safe Movements - Lele & Malimali Mai

2. Understanding the Need for a Safe Village

- Principle:** Relationships I Ngā Hononga
- Strand:** Wellbeing I Mana Atua
- Goal:** Tamariki experience an environment where they are kept safe from harm.
- Objective:** Tamariki will understand the importance of having a Safe Village, which includes 3 to 5 trusted adults they can talk to about anything, including when they feel unsafe.

Planned Learning Experience:

- a) My Safety Village Adventure
- b) Listening to Our Body – With Hikule’o and Malu Sīsī

3. Staying Safe Online

- Principle:** Empowerment I Whakamana
- Strand:** Wellbeing I Mana Atua
- Goal:** Tamariki experience an environment where they are kept safe from harm.
- Objective:** Tamariki will learn simple rules for staying safe online, such as not sharing their name or address and telling a trusted adult if something online makes them uncomfortable.

Planned Learning Experience:

- a) Being Safe Online
- b) Malu Sisi’s Online Safety Adventure

4. Connections to Curriculum

The topic 'My Safe Village – On and Offline' aligns closely with *Te Whāriki* and *Tapasā*, supporting tamariki in developing cultural understanding, wellbeing, and safe relationships in their learning environment (Ministry of Education, 2017; Ministry of Education, 2018).

1. Learning and Sharing Interesting Facts About Tonga

Te Whāriki: Learning about Tonga's culture, history, geography, and values fosters a strong sense of belonging (Mana Whenua) and cultural identity. It helps tamariki understand their place in the world and appreciate their heritage.

Tapasā: Encourages educators to strengthen awareness of Pacific identities, ensuring tamariki deepen their appreciation of diverse cultural values and traditions.

2. Understanding the Need for a Safe Village

Te Whāriki: Highlights the importance of wellbeing (Mana Atua), helping tamariki recognise that they have trusted adults who support their emotional and physical safety.

Tapasā: Strengthens collaborative and respectful relationships, ensuring tamariki feel secure and confident in their learning environment.

3. Learning Easy Rules for Staying Safe Online

Te Whāriki: Promotes digital wellbeing (Mana Atua), ensuring tamariki understand online safety and feel empowered to navigate digital environments securely.

Tapasā: Encourages effective teaching strategies that equip tamariki with relevant digital literacy skills while maintaining cultural connections.

5. Assessment and Evaluation

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

- Observations
- Learning stories
- Group discussions
- Portfolio/Dairy entries
- Child friend 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 understanding the concept of a Safe Village—both on and offline. It is important to introduce this topic in a way that is responsive to tamariki’s level of understanding and interest, while incorporating cultural perspectives and ethical values. More details about Tonga’s culture, values, and connections can be found in Section 11: Island Nation Spotlight.

1. Learning and Sharing Interesting Facts About Tonga

- **Culture:** Tonga is known as the “Friendly Islands” due to the warm hospitality of its people. The culture is rich in traditions, including dance, music, and art.
- **History:** Tonga has a long history dating back over 3,000 years. It was ruled by a line of sacred kings and queens known as the Tu’i Tonga.
- **Geography:** Tonga is an archipelago of about 170 islands, with Tongatapu being the largest and most populous.
- **Values:** Family and community are central to Tongan values. Respect for elders and communal living are important aspects of Tongan life.

2. Understanding the Need for a Safe Village

- **Safe Village Concept:** A Safe Village includes 3 to 5 trusted adults that children can talk to about anything, especially when they feel unsafe. These adults should be reliable and supportive, ensuring children feel heard and believed. Children should be encouraged to express their feelings and concerns to their Safe Village. This helps them develop trust and confidence in seeking help.
- **Importance:** It’s important to reassure children that it’s okay to talk about their worries and that they will be supported and believed. Teaching children to identify their Safe Village helps them understand that they have a support system they can rely on in times of need.

3. Learning Easy Rules for Staying Safe Online

- **Basic Rules:** Teach children simple online safety rules such as not sharing personal information (name, address, phone number) and telling a trusted adult if something online makes them feel uncomfortable.
- **Supervision:** Ensure that children are supervised while using the internet and that they understand the importance of these safety rules.

7. Information to share with Parents and Caregivers

Building Your Child's Safe Village – Online and Offline

Helping your child understand the importance of a Safe Village—trusted adults they can turn to for support—is key to their wellbeing. This network ensures tamariki feel secure, whether navigating everyday situations or facing challenges online. As parents and caregivers, you play a vital role in

helping them identify reliable adults who can offer guidance, encouragement, and protection in both physical and digital spaces. Additionally, teaching tamariki about Tonga's people, culture, history, and values can reinforce their sense of belonging.

Activities for Families to Undertake at Home

- 1. Cultural Exploration:** Share stories, music, and traditional Tongan recipes with your child to help them appreciate Tonga's rich culture.
- 2. Safe Village Discussions:** Talk with your child about who their trusted adults are and role-play scenarios where they might need to seek help.
- 3. Online Safety Practice:** Reinforce online safety rules by discussing what information is safe to share and what should be kept private. Use child-friendly resources to illustrate these points.
- 4. Geography Fun:** Use maps and globes to locate Tonga and discuss its geography. You can also create simple crafts related to Tongan landmarks or symbols.
- 5. Storytelling:** Encourage your child to share what they've learned about Tonga and their Safe Village with family members, fostering communication and confidence.

8. Professional Development

To become confident in teaching this topic, consider the following professional development opportunities:

1. Cultural Competency Training

- **Workshops on Tongan Culture**
Explore Tonga's history, geography, and traditions through community-led workshops. One organisation offering this is the [Tongan Society South Canterbury](#), which supports and empowers Tongan communities living in South Canterbury. Their Fale in Timaru provides cultural programs, wellbeing workshops, and family-centred initiatives.
- **Language Learning**
Engage with Tongan communities and deepen your understanding of Tongan language and customs. A great place to start is the [Centre for Pacific Languages](#), which offers free online Tongan language courses and cultural competency workshops.

2. Safety and Wellbeing Training

- **Safe Village Workshops**
Learn child safeguarding strategies through the "Safe Village" concept and broader child protection training at [Safeguarding Children NZ](#). They offer e-learning, webinars, and in-house seminars.
- **Social and Emotional Learning (SEL)**
Access SEL resources and training through [The Education Hub](#), which provides evidence-based strategies for emotional regulation, resilience, and wellbeing in early childhood settings.
- **Child Protection Training – Child Matters**
Provides professional development for educators on child protection, including workshops, diplomas, and seminars focused on recognising and responding to harm. <https://training.childmatters.org.nz/w/>

3. Online Safety Education

- [Safe for Children](#) offers online modules on child protection, behaviour guidance, and trauma-informed practice tailored for educators and caregivers.
- **Digital Literacy Workshops**
[Ako Aotearoa](#) runs practical workshops on cyber security, phishing awareness, and data protection for educators, with options for self-paced learning.
- **The Inter-Yeti Digital storybook:**
The Inter-Yeti' is a free digital storybook designed to provide a safe, engaging, and positive environment where children can learn about online safety. Aimed at ages 5–11, it explores important topics such as cyberbullying, inappropriate content, online grooming, and the importance of protecting personal information. Keep It Real Online is a New Zealand Government public awareness campaign to support our tamariki and rangatahi to be safe online. It is led by the Department of Internal Affairs. [The Inter-Yeti - Lost on a Wild Webventure.](#)

4. Te Whāriki Framework Training

- **Te Whāriki Curriculum Resources:**
Visit the [Te Whāriki Online Portal](#) by the Ministry of Education to access curriculum documents, videos, and guides that support alignment with New Zealand's early childhood education framework.

9. Health and Safety Guidelines

In Aotearoa New Zealand, certain rules help keep young children safe while they learn about different topics, like Tonga's culture, the Safe Village idea, and how to stay safe online. Here are some important guidelines:

1. Learning About Tongan Culture

Cultural Safety in ECE – Kaiako must create inclusive environments that respect diverse cultures, including Tonga's history and values. This aligns with the Education (Early Childhood Services) Regulations 2008, which require services to promote children's identity and belonging.

Curriculum Requirements – The early childhood curriculum *Te Whāriki* encourages cultural learning and identity development, ensuring tamariki learn about different cultures in a safe and supportive way.

2. Understanding the Safe Village Concept

Child Protection Policies – ECE centres must have written child protection policies that outline how tamariki can identify and seek help from trusted adults. This is required under the Children's Act 2014.

Safety Checks for Kaiako – All kaiako and staff working with children must undergo safety checks every three years to ensure they are suitable to support tamariki in feeling safe and protected.

3. Recognising and Responding to Feelings of Worry or Unsafety

Hazard and Risk Management – ECE centres must check their environment daily for hazards that could cause harm to tamariki. This includes ensuring that children have safe spaces to express their feelings and seek support.

Child Wellbeing Policies – Centres must have policies that support tamariki in recognising and responding to unsafe situations, including emotional distress. These policies must align with **Oranga Tamariki and NZ Police guidelines.

4. Staying Safe Online

Digital Safety Education – ECE centres are encouraged to teach tamariki about online safety, including not sharing personal information and telling a trusted adult if they feel uncomfortable online. This aligns with ECE health and safety standards.

Cyber Safety Policies – Centres must have documented procedures for managing online risks, ensuring tamariki are protected from harmful digital content.

10. Island Nation Spotlight: Key Facts About Tonga

1. Host / Guide*

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

In Tongan mythology, **Hikule’o** is a significant deity associated with the underworld and the afterlife. Hikule’o is often depicted as the ruler of Pulumotu,

the Tongan underworld, which is considered a paradise for the spirits of the deceased. According to legend, Hikule’o is responsible for maintaining the balance between the living world and the spirit world. Hikule’o’s role in Tongan mythology highlights the importance of the afterlife and the spiritual beliefs of the Tongan people.

2. Animal / Puppet

Tongan Megapode: The national animal of Tonga is the Tongan Megapode, also known as the Polynesian Megapode.

This bird is known for its unique nesting behaviour, where it buries its eggs in warm sand or volcanic ash to incubate them.

3. Landmarks

- **Ha’amonga ‘a Maui:** This ancient stone trilithon on Tongatapu is one of Tonga’s most iconic historical landmarks. It is believed to have been constructed in the 13th century and is often referred to as the “Stonehenge of the Pacific”.
- **Giant ‘Ovava Trees:** Found on the island of ‘Eua, these massive banyan trees are known for their impressive tangling roots and are popular stops on tours and hikes.
- **Mapua ‘a Vaea Blowholes:** Located on the southern coast of Tongatapu, these blowholes stretch across 5 kilometres of coastline. The waves crashing into the rugged coast create spectacular water spouts that can reach up to 30 meters in the air.

4. Famous People

- **Queen Sālote Tupou III:** She was the Queen of Tonga from 1918 to 1965 and is remembered for her significant contributions to the modernisation and development of Tonga. Her reign is one of the longest in Tongan history.
- **King Tupou VI:** The current King of Tonga, who ascended to the throne in 2012. He has played a key role in the country’s political and social affairs.
- **Prince Ata:** A member of the Tongan royal family and the younger brother of King Tupou VI. He is known for his involvement in various cultural and social activities.
- **Tonga ‘Uli’uli Fifita:** Also known as Haku, he is a semi-retired professional wrestler who gained fame for his appearances in World Championship Wrestling (WCW) and the World Wrestling Federation (WWF).

5. Common phrases

Hello *Malo e lelei*

How are you? *Sai pe, malo?*

Goodbye *'Alu a (to someone leaving)*
 Nofo a (to someone staying)

Please? *Fakamolemole?*

Thank you *Malo 'aupito*

6. Cultural artefacts

- **Royal Tombs (Langi):** These stone vaults are the burial sites of Tongan royalty. The tombs are platforms of earth with a stepped pyramid effect supported by carefully placed retaining walls.
- **Kava Bowl (Tanoa):** Used in the traditional preparation and serving of kava, a ceremonial drink made from the root of the kava plant. The kava ceremony is an important cultural practice in Tonga.
- **Ngatu (Tapa Cloth):** Made from the inner bark of the paper mulberry tree, ngatu is decorated with traditional patterns and designs. It is used in various ceremonies and as a form of traditional clothing.
- **Wooden Carvings:** Carvings made from wood depict various aspects of Tongan life, such as animals, boats, and people. These carvings are often used in rituals and ceremonies.
- **Mats and Fans:** Woven mats and fans are significant cultural items used in daily life and during ceremonies. They are often beautifully decorated and demonstrate the weaving skills of Tongan women.
- **Kiekie:** A kiekie is an ornamental girdle worn around the waist, primarily by women on semi-formal occasions, but sometimes by men as well. It is a string skirt attached to a waistband, made from various materials such as pandanus leaves, hibiscus bast fibre, or coconut shell.
- **Ta'ovala:** A ta'ovala is a traditional Tongan dress, a mat wrapped around the waist, worn by both men and women at formal occasions. It is similar to a tie in Western culture and is often seen at ceremonies, church, and official events. The ta'ovala can be made from different materials, such as pandanus leaves, and its design and quality can vary depending on the occasion. For example, a finely woven ta'ovala is worn at weddings, while a coarser mat is used for funerals.

7. Cultural practices

- **Kava Ceremony:** The preparation and consumption of kava, a traditional drink made from the root of the kava plant, is an important cultural practice in Tonga. The kava ceremony, known as “faikava,” is a social gathering where participants share kava in a communal setting. It is a way to strengthen social bonds and celebrate special occasions.
- **Traditional Dance (Lakalaka):** Lakalaka is a traditional Tongan dance that involves synchronised movements, singing, and storytelling. It is performed during important ceremonies and celebrations, such as weddings, coronations, and cultural festivals. The dance is a display of unity, culture, and heritage.
- **Weaving and Tapa Making:** Tongan women are skilled in weaving mats, baskets, and other items from pandanus leaves. They also create tapa cloth, known as “ngatu,” from the bark of the paper mulberry tree. These crafts are essential for daily life and hold cultural significance, often used in ceremonies and as gifts.
- **Feasting (Kai Pola):** Feasting is an essential part of Tongan culture, especially during celebrations and important events. A traditional Tongan feast, known as “kai pola,” includes a variety of dishes, such as roasted pig, taro, yams, and fish. Feasting is a way to bring people together and celebrate communal harmony.
- **Respect for Elders:** Respect for elders is a fundamental aspect of Tongan culture. Elders are revered for their wisdom and experience, and their advice and guidance are highly valued. This respect is demonstrated through daily interactions, ceremonies, and social gatherings.
- **Storytelling (Tala):** Oral storytelling is a vital aspect of Tongan culture. Elders pass down myths, legends, and historical events through stories, ensuring that the community’s knowledge and traditions are preserved.

8. Easy songs to learn

[Pasifika Beatz Tongan Songs](#) is a vibrant and educational playlist created by Loopy Tunes Preschool Music in collaboration with Whānau Āwhina Plunket, celebrating the beauty of the Pacific language through music. As part of the wider Pasifika Beatz project marking its 10th anniversary, this collection features 10 Tongan songs designed especially for young children. Each song pairs well-known melodies with Tongan lyrics to support language learning, strengthen cultural identity, and encourage joyful singing and movement. The project was proudly supported by the Ministry of Pacific Peoples.

Here are the 10 songs included in the playlist:

- Tongan Welcome Song
- Ulu, Uma – Head, Shoulders (Tongan)

- Old MacDonald Had A Farm – Tongan Animals
- Fuopotopoto – Tongan Shapes
- Hinehina Is White – Tongan
- Nima Little Ducks – Tongan
- Tongan Alphabet
- Sipaita Si’i Si’i – Incy Wincy Spider (Tongan)
- Baby Birds – Tongan
- Malimali Mai – Tongan Sunday School Song

Access song resources:

Action videos for each song are available on [Whānau Āwhina Plunket’s YouTube channel](#).

Lyrics for the Tongan songs can be found on the [Loopy Tunes Preschool Music website](#).

9. Cultural attire

Men's Attire

- **Ta'ovala:** A woven mat worn around the waist, symbolising respect and social standing. It's often paired with a woven belt called kafa.

Women's Attire

- **'Uli:** A skirt made from intricately dyed strips of pandanus leaves, showcasing craftsmanship and cultural heritage.

- **Ta'ovala:** Similar to men's attire, women also wear the ta'ovala, often paired with the 'otuhaka, a finely woven mat worn over the shoulder.
- **Tapa Cloth:** Made from the inner bark of trees, often decorated with traditional dyes and patterns.
- **Pandanus Leaves:** Used in weaving various garments, adding a natural and traditional touch.

10. Cultural food

- **Ota Ika:** Considered the national dish of Tonga, Ota Ika is a raw fish salad made with coconut cream, lime juice, and diced vegetables. The raw fish is marinated in acidic lime juice until the outside appears opaque.
- **Keke Pua'a:** These are sweet and savoury buns made with pork and coconut cream. They can have a range of fillings, including different combinations of meats, vegetables, and/or fish. The name Keke Pua'a translates to "pork cake" in Tongan.
- **Feke:** This dish consists of tender pieces of octopus cooked with coconut milk and onions in an umu (underground oven). It is a creamy, flavourful seafood dish usually served with yams or sweet potatoes.
- **Faikakai Topai:** A sweet coconut pudding typically served as a dessert at special occasions or family gatherings. This dish contains fruit-filled dumplings in a sweet sauce, often made with coconut, banana, or breadfruit.
- **Lu Sipi:** A dish made of coconut cream and chunks of tender, slow-cooked lamb. It is a popular dish in Tongan cuisine.
- **Vai Siaine:** A banana and coconut pudding that is a favourite dessert in Tonga.
- **'Otai:** A refreshing watermelon drink made with grated watermelon, coconut milk, and sometimes pineapple or mango.
- **Lu Pulu:** Corned beef wrapped in taro leaves and cooked in coconut cream. It is a traditional dish often prepared for special occasions.

11. Flag / Flag description

The flag of Tonga is red with a white rectangle in the upper hoist-side corner that contains a red cross. The design and colours are significant and represent the following:

- **Red Cross:** The red cross symbolises Christianity, which is the predominant religion in Tonga. It reflects the strong influence of Christian missionaries in Tongan history.
- **White Rectangle:** The white rectangle represents purity and peace.
- **Red Field:** The red field stands for the blood of Christ, which was shed during his crucifixion.

12. Sports

- **Rugby Union:** Rugby is the most popular sport in Tonga. The Tongan national rugby team, known as the 'Ikale Tahi (Sea Eagles), is well-known and respected internationally. Rugby sevens is also widely played and enjoyed.
- **Rugby League:** The Tonga national rugby league team, 'Mate Ma'a Tonga' represents Tonga in rugby league football.
- **Boxing:** Tonga has produced several successful boxers who have competed on the international stage. The sport is highly regarded in the country.
- **Netball:** Netball is a popular sport among women and girls in Tonga, with many local clubs and competitions.

13. Myths / legends specific to this island nation

- **The Creation of 'Eua Island:** According to legend, the island of 'Eua was created by the god Tangaloa. He threw down a piece of land from the heavens, which became 'Eua. This story highlights the divine origins of the island and its significance in Tongan culture.
- **The Story of Hikule'o:** Hikule'o is a significant deity in Tongan mythology, associated with the underworld and the afterlife. Hikule'o is believed to rule Pulotu, the Tongan underworld, which is considered a paradise for the spirits of the deceased.
- **The Legend of Limu and Kele:** Limu, the primordial god of creation, and Kele, the goddess, joined forces to give birth to Touiafutuna, the progenitor of all creation. This myth explains the origins of the gods, goddesses, and mortal beings in Tongan mythology.

14. Proverb

- **"Ko e fanau, koe kaha'u 'o e fonua.":** The children are the future of the land. This proverb emphasises the importance of children as the foundation of the country's future, highlighting the need to nurture and educate them.
- **"Poto he anga 'a e fanau 'i nofo 'a e matu'a.":** The wisdom of the children comes from the behaviour of the parents. This proverb underscores the influence of parental guidance and behaviour on the upbringing and character of children.
- **"Māfana he loto 'o e tangata ke ako.":** The warmth of a man's heart is to learn. This proverb highlights the value of education and continuous learning for overall wellbeing and personal growth.

15. Other Facts

- **Climate and Environment:** Tonga has a tropical climate with warm temperatures year-round. There are two main seasons: the wet season (November to April) and the dry season (May to October).
- **Economy:** The economy of Tonga is primarily based on agriculture, fishing, and remittances from Tongans working abroad. The country also relies on tourism and foreign aid.
- **Transportation:** Due to the scattered nature of the islands, transportation within Tonga is primarily by boat and small planes. The main airport is Fua'amotu International Airport, located on Tongatapu, which provides connections to other Pacific nations.
- **Known as:** Tonga is also known as the "Friendly Islands."
- **Cultural Etiquette:** Tongans place a high value on respect and hospitality. When visiting someone's home, it is customary to remove your shoes before entering and to bring a small gift as a token of appreciation.
- **Whale Watching:** Tonga is one of the few places in the world where you can swim with humpback whales. These majestic creatures migrate to Tongan waters between July and October, attracting visitors from around the globe.
- **Monarchy:** Tonga is the only remaining kingdom in the Pacific, with a constitutional monarchy. The royal family and its traditions are an essential part of Tongan culture and history.

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VOYAGE 11.1

Planned Learning

Experience: Learning and Sharing Interesting Facts About Tonga

a) Meeting Hikule’o and Malu Sīsī (Tongan megapode)

Principle:	Family and Community I Whānau Tangata
Strand:	Belonging I Mana Whenua
Goal:	Tamariki experience an environment where they know they have a place and feel comfortable with routines, customs, and regular events.
Objective:	Tamariki will learn and share interesting facts about Tonga, including its people, culture, history, geography, and values, to understand what makes it special.

Background:

In this learning experience, tamariki will learn about Tongan culture. They will hear stories about Hikule’o, a god and goddess from Tongan mythology, and learn about Malu Sīsī, a special bird from Tonga. Tamariki will also practise Tongan greetings and welcoming phrases.

Tongan Language Phrases to Introduce

Kaiako can greet tamariki and introduce cultural terms:

- Mālō e lelei – Hello
- Fēfē hake? – How are you?
- Mālō ‘aupito – Thank you very much
- Hikule’o – Name of the Tongan deity of Pulotu (underworld)
- Malu Sīsī – Tongan megapode (a bird that buries its eggs in warm sand)

Materials Needed:

- Large brown paper to represent the underground (Pulotu)
- Feathers and cardboard for creating the megapode bird
- Image of Hikule’o, such as Auckland Museum’s [Tongan Goddess figure](#) and the [Tales of Taonga - Hikule’o goddess figurines from Coconut TV](#) (see 3:45-4:25).
- Image of Malu Sīsī (Tongan megapode) see [here](#)
- Small sand tray or a container filled with soft material for tamariki to “bury” eggs like the megapode.
- Optional: You may wish to play Tongan music, such as those from Loopy Tunes Preschool Music [Pasifika Beatz](#).

Activity Steps

1. Welcome and Introduction

Begin with a warm *‘Mālō e lelei’* to the group.

Show an image or drawing of Hikule’o and share a simple story:

“In Tongan tradition, Hikule’o is female Goddess from Tonga who watches over Puluotu - a place deep below - where spirits journey after life.”

Introduce Malu Sīsī, the special Tongan bird that does not sit on its eggs but buries them in warm sand to hatch.

2. Movement and Storytelling

Ask tamariki to act like Hikule’o, moving strong and proud, guarding her space in Puluotu. Then, encourage them to waddle and flap like Malu Sīsī, showing how it buries eggs in sand.

Kaiako can guide them with phrases:

“Can you move like Hikule’o, standing tall and strong?”

“Can you be Malu Sīsī, digging a hole in the warm sand?”

3. Art and Hands-On Learning

Creating Malu Sīsī: Tamariki will decorate feathers and craft a bird using cardboard and art supplies.

Burying Eggs Like Malu Sīsī: Using a sand tray or soft material, tamariki can pretend to bury and hatch eggs.

Kaiako can explain: *“Just like Malu Sīsī, we take care of what is precious.”*

4. Reflection and Closing

Gather tamariki and ask them:

“What did you learn about Hikule’o and Malu Sīsī?”

“How do birds take care of their eggs?”

End with *‘Mālō ‘aupito’* to thank everyone for their participation.

VOYAGE 11.1

Planned Learning

Experience: Learning and Sharing Interesting Facts About Tonga

b) Making Tapa Cloth

Principle:	Family and Community I Whānau Tangata
Strand:	Belonging I Mana Whenua
Goal:	Tamariki experience an environment where they know they have a place and feel comfortable with routines, customs, and regular events.
Objective:	Tamariki will learn and share interesting facts about Tonga, including its people, culture, history, geography, and values, to understand what makes it special.

Background:

This activity introduces tamariki to **Tapa cloth**, a traditional bark cloth made in many Pacific cultures including Tonga (*ngatu*), Samoa (*siapo*), Fiji (*masi*), and Hawaii (*kapa*). Tamariki will explore how Tapa is made and decorated, then create their own version using paper and paint.

Attribution: This activity is adapted from the video “Tapa Cloth” by Art with Jenny K. Watch the original video [here](#)

Materials Needed:

To make the cloth:

- Brown paper grocery bag or kraft paper
- Scissors
- Spray bottle with water

To decorate the cloth:

- Tempera paints (brown, black, red, blue)
- Plastic lids or trays for paint
- Stiff-bristled paintbrushes
- Water container and paper towels
- Small potatoes (for stamping)
- Plastic knife (for adult-assisted carving)
- Alternative decorating tools and resources
- Crayons or marker pens

Optional: You may wish to play Tongan music, such as those from Loopy Tunes Preschool Music [Pasifika Beatz](#).

Activity Steps:

1. Introduction to Tapa

Begin by showing tamariki images or real examples of tapa cloth. You can search online using terms like **“Tongan tapa cloth”** or **“ngatu designs”** to find clear visuals. Explain that tapa is a special kind of cloth made from tree bark and decorated with patterns that tell stories or show respect.

Ask tamariki:

“Have you seen this kind of cloth before?”

“Where do you think people might use it?” (e.g., weddings, family gatherings, church, cultural events)

Encourage them to share their ideas and make connections to their own experiences with patterns, clothing, or special events.

Explain that they will be making their own tapa.

2. Prepare the Paper Cloth

Cut open a brown paper grocery bag to create a flat surface. Lightly spray the paper with water to soften it. Gently crumple and flatten the paper to give it a textured, cloth-like feel.

3. Create Stamps

With adult help, cut small potatoes in half. Carve simple shapes (e.g., triangles, circles, lines) into the flat surface using a plastic knife.

4. Decorate the Tapa

Pour paint into lids or trays. Use brushes to paint patterns or symbols. Dip potato stamps into paint and press onto the paper to create repeating designs.

Encourage tamariki to use traditional colors and patterns inspired by Pacific tapa cloth.

5. Dry and Display

Allow the artwork to dry completely. Display the finished tapa cloth in the classroom or send home to share with whānau.

6. Gallery Walk

Display each child’s tapa cloth artwork around the room or on tables.

Invite tamariki to walk around with a buddy and look at each other’s designs.

Encourage them to notice patterns, colors, and shapes that remind them of the Pacific stories they’ve heard.

7. Reflection Circle

Gather tamariki in a circle and ask:

“What did you enjoy most about making your tapa cloth?”

“What do you remember about how real tapa cloth is made?”

“Why is it important to take care of things and people around us?”

Sing a Tongan song such as [Fuopotopoto \(Tongan shapes\)](#) to close the session with cultural connection and joy.

- Fuopotopoto (circle)
- Tapafā tatau (square)
- Tapatolu (triangle)
- Taimani (diamond)

VOYAGE 11.1

Planned Learning

Experience: Learning and Sharing Interesting Facts About Tonga

c) Joyful and Safe Movements - Lele & Malimali Mai

Principle:	Family and Community I Whānau Tangata
Strand:	Belonging I Mana Whenua
Goal:	Tamariki experience an environment where they know they have a place and feel comfortable with routines, customs, and regular events.
Objective:	Tamariki will learn and share interesting facts about Tonga, including its people, culture, history, geography, and values, to understand what makes it special.

This two-part experience supports tamariki to move with joy, awareness, and respect. In Part 1: *Lele Means Run – Safe Movement & Listening*, tamariki build gross motor skills, practice listening, and explore safe choices in physical and online spaces. In Part 2: *Malimali Mai – Moving with Joy and Respect*, they engage in expressive movement, connecting with others through rhythm, gesture, and cultural storytelling. Together, both parts nurture wellbeing through joyful and mindful movement.

Materials:

- Audio or video of [Lele Means Run](#)
- Audio or video of [Malimali Mai](#)
- Open space for movement
- Optional: cones or markers for movement boundaries

Part 1: Lele Means Run – Safe Movement & Listening

Activity Steps:

1: Welcome Introduction

Kaiako begin by explaining to tamariki what they will be learning:

“Today we’re going to explore how we move our bodies in ways that feel joyful and safe. We’ll be running, jumping, spinning, and stopping — and learning when and where it’s okay to do these things.”

Joyful Movement:

“When is it fun to run?” (e.g., at the park, during games)

“When do we jump for joy?” (e.g., celebrations, dancing)

“What makes spinning fun?” (e.g., dancing, play)

Safe Movement:

“Where should we be careful when jumping?” (e.g., near others, on hard surfaces)

“When might spinning be unsafe?” (e.g., near furniture, when feeling dizzy)

“When is it not safe to run?” (e.g., inside, near roads)

“When might we need to run to stay safe?” (e.g., if we feel scared, if there’s danger nearby, if we need to get help)

“Who can we run to if we feel unsafe?” (e.g., a trusted adult, teacher, caregiver)

“What helps us know when it’s time to stop and ask for help?”

“How do we know when jumping or spinning is safe or unsafe?”

Online Safety:

“What does it mean to stop and ask for help online?”

“Who can we talk to if something doesn’t feel right?”

2: Action Song & Movement

Play [Lele Means Run](#) and guide tamariki through the actions:

Lele – run safely in a designated area

Puna – jump up high

Vilo – spin around

Tu’u ma’u – stand still

Count together: *Taha, Ua, Tolu, Fa* (One, Two, Three, Four)

3: Safety Reflection

Wrap up with a short reflection:

“What helps us stay safe when we move around?”

“Who helps us stay safe online?”

“What should we do if something doesn’t feel right?”

Part 2: Malimali Mai – Moving with Joy and Respect

Activity Steps:

1. Emotion Exploration

Introduce the word “malimali” (smile).

Ask:

“How do we feel when someone smiles at us?”

“What does it mean to be kind online?”

“Who can we talk to when we feel sad or unsure?”

2. Action Song & Dance

Play Malimali Mai and guide tamariki through the joyful movements:

Malimali mai – smile

Luelue mai – wave

Lulululu mai – shake

Hopohopo mai – hop

Pasipasi mai – clap

Tau’olunga mai – dance

3. Reflection Circle

Ask:

“What movement made you feel happy?”

“How can we show kindness to others?”

“What should we do if someone is unkind online?”

4. Gratitude Gesture

Invite tamariki to stand in a circle and choose one movement from the song (e.g., *malimali, luelue, pasipasi*) to share with the group as a gesture of kindness or appreciation.

“Let’s each choose a movement that shows kindness or joy. You can smile, wave, clap — whatever feels right!”

Affirmation Together: Say together:

“We move with joy. We move with care. We help each other everywhere.”

Calm Finish: Guide tamariki through a short breathing or stretching moment to settle their bodies:

“Let’s take a deep breath in... and out. Feel your feet on the ground. Feel your heart smiling.”

Song Lyrics

Lele

Written by Siu Williams-Lemi.

Song performed by Leah and Siu from Loopy Tunes. Children performers: Lavinia, 'Ilaisaane, Beau, 'Alani and Kisiponi.

Mixed by Thom O'Connor. Made with the support of @NZOnAirMusic. [Listen here.](#)

Lele means run... run really fast... Lele, Lele

Puna means jump, jump up high... puna, puna

Vilo means spin, around and around... vilo, vilo

Tu'u ma'u stand still... try not to fall down...

Taha, ua, tolu fa,

Now let's do a tau'olunga!

Tau'olunga, tu'u ma'u!

Tau'olunga, tu'u ma'u!

Tau'olunga, tau'olunga,

Tau'olunga, tu'u ma'u!

Tau'olunga, tu'u ma'u!

Tau'olunga, tu'u ma'u!

tu'u ma'u, tu'u ma'u, tu'u ma'u

Now Tau'olunga!

Tongan translations:

Lele = Run

Puna = Jump

Vilo = Spin

Tau'olunga = Dance

Tu'u Ma'u = Stand Still/Freeze

Malimali Mai

Cover of a traditional Tongan song. Vocals by Siu Williams-Lemi and Leah Williams-Partington.

Guitar, bass and drumkit by Toa Siulangapo.

Tonga Translators: Tafoki Williams and 'Akanesi Tonga.

Malimali mai, pea ke fiefia (x3)

Malimali mai Sīsū, pea ke fiefia

Luelue mai, pea ke fiefia (x3)

Luelue mai Sīsū, pea ke fiefia

Lulululu mai, pea ke fiefia (x3)

Lulululu mai Sīsū, pea ke fiefia

Hopohopo mai, pea ke fiefia (x3)

Hopohopo mai Sīsū, pea ke fiefia

Pasipasi mai, pea ke fiefia (x3)

Pasipasi mai Sīsū, pea ke fiefia

Tau'olunga mai, pea ke fiefia (x3)

Tau'olunga mai Sīsū, pea ke fiefia

VOYAGE 11.2

Planned Learning Experience: My Safe Village

a) My Safety Village Adventure

Principle:	Relationships Ngā Hononga
Strand:	Wellbeing Mana Atua
Goal:	Tamariki experience an environment where they are kept safe from harm.
Objective:	Tamariki will understand the importance of having a Safe Village, which includes 3 to 5 trusted adults they can talk to about anything, including when they feel unsafe.

Background:

In this learning experience, tamariki will build on their prior understanding of safe and unsafe feelings by exploring the concept of a **Safety Village**. A *Safety Village* is a group of trusted adults—such as whānau members, teachers, neighbours, or family friends—who help keep tamariki safe, listen to them, and support them when something doesn't feel right.

Materials Needed:

- Device to play the videos
- Paper, crayons, markers
- Puppets or soft toys
- Optional: Stickers for decorating

Activity Steps:

1. Welcome Circle

Greet tamariki warmly.

Ask: *"Who helps you feel safe at home, at kindy, or in your whānau?"*

Introduce the idea of a *Safety Village*:

"A village is a group of people who care for us and help us grow. Your Safety Village is made up of people you trust—like your parents, teachers, aunties, uncles, or neighbours."

"Let's watch a story about a boy who has his own group of trusted adults - just like your village."

2. Story Time: Watch the Video

Play the YouTube story: [My Safety Network](#) read by author Janeen Sanders

After watching, say:

"In this story, the boy had a Safety Network. We're going to call ours a Safety Village—because it takes a village to help us feel safe and strong!"

"Now let's think about how our bodies feel when we're safe or not safe. Our bodies give us clues!"

3. Discussion & Feelings Check: Body Clues Game

Ask tamariki:

"How does your body feel when you're safe?"

"How does your body feel when you're not safe?"

Encourage them to show with their bodies:

Safe = smiling, relaxed shoulders, open arms

Unsafe = frowning, hiding face, crossed arms, tummy ache

Model first and invite them to copy or act it out.

Reinforce the Key Message

"If you feel unsafe, you can talk to someone in your Safety Village. They will listen and help you."

"Let's sing a fun song now to help us remember who our trusted adults are!"

4. Song & Dance: Trusted Adults

Play the song: ["Who Is a Trusted Adult?"](#)

Encourage children to sing along and do actions (e.g., pointing to adults, hugging themselves, waving).

Ask:

"Who are the trusted adults in your village?"

"Now, let's draw your village! We're going to make something special to show who helps keep you safe."

5. Activity: My Safety Village Hand

Prompt: *"Let's draw your village! Who are the people who help you feel safe?"*

Children trace one hand on a sheet of paper.

On each finger, they write (or an adult helps write) the name of a trusted adult in their *Safety Village*.

Next to each finger, they draw a small circle and sketch the face of that trusted adult.

Encourage creativity with crayons, markers, and stickers.

Optional extensions:

- Create a classroom *Safety Village Wall* with drawings of each child's trusted adults
- Send home a *Safety Village Hand* worksheet for whānau to complete together.

6. Group Reflection

Gather tamariki in a circle and ask:

"What is a Safety Village?"

"Who is someone in your village you can talk to if you feel unsafe?"

"How can your body tell you something doesn't feel right?"

Celebrate their ideas and affirm their understanding.

VOYAGE 11.2

Planned Learning

Experience: My Safe Village

b) Listening to Our Body – With Hikule’o and Malu Sīsī

Principle:	Relationships Ngā Hononga
Strand:	Wellbeing Mana Atua
Goal:	Tamariki experience an environment where they are kept safe from harm.
Objective:	Tamariki will understand the importance of having a Safe Village, which includes 3 to 5 trusted adults they can talk to about anything, including when they feel unsafe.

Background:

In this learning experience, tamariki will deepen their understanding of safe and unsafe situations by exploring how to listen to their body and recognise when something doesn’t feel right. Through storytelling, movement, and creative expression, they will learn to identify *tricky people*—who are not always strangers—and understand the difference between a *surprise* and a *secret*. Guided by the protector figure Hikule’o from Tongan mythology and the gentle wisdom of Malu Sīsī, a special Tongan bird, tamariki will be encouraged to trust their instincts—what their brain, heart, and puku are telling them—and know that they can always talk to someone in their *Safety Village* when they feel unsure or unsafe.

Materials Needed:

- Puppets or soft toys (Jonah, Mele, Hikule’o, Malu Sīsī)
- Scenario cards (for surprise vs. secret)
- Paper, crayons, markers
- Body outline templates (optional)

Activity Steps:

1. Welcome Circle

Kaiako says: “*Today we’re going to learn how to listen to our body and know what to do if someone makes us feel unsure or yucky.*”

Ask tamariki: “*Have you ever had a funny feeling in your tummy when something didn’t feel right?*”

“*Let’s meet some friends who are going to help us learn about this today...*”

2. Puppet Story: Tama, Mele, Hikule’o & Malu Sīsī

Characters:

Jonah – a curious tamaiti

Mele – Tama’s best friend

Hikule’o – a strong protector from Tongan mythology

Malu Sīsī – a gentle, wise Tongan bird

Mr. T – a tricky person (voice only)

Story Summary:

Jonah is playing when a neighbour (Mr T) offers him a treat and says,

“Let’s keep this our little secret.”

Jonah feels a twist in his puku (stomach). He tells Mele, who says:

“We don’t keep secrets. Surprises are okay, but secrets can be tricky.”

Malu Sīsī flies in and sings:

“Listen to your tummy, your heart, and your brain. They help you stay safe.”

They go to Hikule’o, who says:

“You did the right thing. If someone makes you feel unsure, say NO and tell someone in your Safety Village.”

Ask tamariki:

“What should Jonah do?”

“How do you think his tummy felt?”

Kaiako share:

“Jonah did a great job listening to his puku and talking to someone he trusts. Now, let’s help Jonah and Mele with some more stories. They need your help to figure out if something is a surprise or a secret.”

“Remember, surprises are fun and shared later—like a birthday party. But secrets can make our tummies feel twisty or yucky, and we don’t keep those. We always tell someone in our Safety Village.”

3. Puppet Game: Surprise or Secret?

- Introduce the response actions.
Say to tamariki:
“If you think it’s a *surprise*, show me a thumbs up.”
“If you think it’s a *secret*, cross your arms like this (model it).”
- Practise together:

Call out: “Birthday party!”
Tamariki respond with thumbs up.

Call out: “Don’t tell your teacher!”
Tamariki respond with arms crossed.
- Begin the puppet scenarios:
Use puppets (Jonah, Mele, Malu Sīsī) to act out each short scenario. After each one, pause and ask: “*What do you think—surprise or secret?*”
- Reinforce the learning:
After each response, have Malu Sīsī (or kaiako) say: “*That’s right! We don’t keep secrets. If something feels yucky, we can always tell someone in our Safety Village.*”

Scenarios

Birthday Surprise

Mele whispers to Jonah: “We’re making a cake for Nan’s birthday, but don’t tell her yet—it’s a surprise!”

Response: Surprise

Hidden Treat

Mr. T (offstage voice) says to Jonah: “Here’s a lolly, but don’t tell your teacher. It’s our little secret.”

Response: Secret

Art Gift

Mele says: “I made a picture for my mum, but I want to hide it until Mother’s Day!”

Response: Surprise

Online Message

Jonah says: “Someone sent me a message on the iPad and said, ‘Don’t tell anyone I messaged you.’”

Response: Secret

Photo Request

Mr. T says: "Let's take a photo, but don't tell your parents I asked you."

Response: Secret

Surprise Delivery

Aroha says: "Dad ordered a present for you, but he said not to tell you yet—it's a surprise!"

Response: Surprise

Game Invite

Jonah says: "Someone I don't know asked me to play a game online and said, 'Don't tell your parents.'"

Response: Secret

Toy Swap

Aroha says: "Let's swap toys, but don't tell the teacher."

Response: Secret

Malu Sīsī's Reminder (spoken by kaiako or puppet):

"If someone tells you to keep a secret that makes your tummy feel twisty or your heart beat fast, that's not okay. You can always tell someone in your Safety Village."

Let's talk more about how our body helps us know when something doesn't feel right."

4. Body Clues Game

Ask tamariki:

"What does your brain do when something feels wrong?"

"What does your heart feel like?"

"What does your tummy feel like?"

Encourage them to act it out:

Brain = thinking face

Heart = fast beating or nervous

Tummy = sore or twisty

Reinforce:

"If your body is telling you something feels wrong, it's okay to say NO and tell someone in your Safety Village."

5. Optional Activity: Create a Safety Shield

Kaiako:

"You've done a great job learning how your brain, heart, and tummy help you know when something doesn't feel right. Now we're going to draw something special to help remind us who keeps us safe."

Instructions for tamariki:

"You're going to design your own Safety Shield—a special symbol that protects you."

"Inside the shield, draw pictures of your trusted adults, or symbols that make you feel strong and safe."

"You can also draw Malu Sīsī flying above your shield or Hikule'o standing beside it as your protector."

6. Closing Circle

Ask:

"What will you do if someone makes you feel yucky or unsure?"

"Who can you talk to in your Safety Village?"

Affirmation (repeat together):

"I can listen to my body."

I can say no.

I can tell someone I trust."

Optional: End with a calming waiata or karakia.

VOYAGE 11.3

Planned Learning Experience: Staying Safe Online

a) Being Safe Online

Principle:	Empowerment Whakamana
Strand:	Wellbeing Mana Atua
Goal:	Tamariki experience an environment where they are kept safe from harm.
Objective:	Tamariki will learn simple rules for staying safe online, such as not sharing their name or address and telling a trusted adult if something online makes them uncomfortable.

Background:

This learning experience helps tamariki understand how to stay safe online through storytelling, music, and creative expression. They will explore who they can turn to when something online makes them feel unsure, and learn the four key online safety messages:

*Be safe, Be kind, Ask for help, and
Make good choices.*

Note for Kaiako:

The story *Swoosh, Glide, and Rule Number 9* and the characters featured in it are based on Australian contexts and were developed by the **eSafety Commissioner, Commonwealth of Australia**. While the messages are universally relevant, kaiako may wish to adapt discussions to reflect local cultural values and digital experiences familiar to tamariki in Aotearoa New Zealand.

Materials Needed:

- Printed or digital copy of the storybook: [Swoosh, Glide, and Rule Number 9](#)
- Speakers or device to play the song: [My Family Rules](#) by Lah-Lah
- Paper and drawing materials (crayons, markers)
- A soft toy or talking stick for sharing time

Activity Steps:

1: Welcome Circle – Let’s Talk About Online Fun

- Gather tamariki in a circle. Use a soft toy or talking stick to take turns speaking.
- Say: *“Today we’re learning how to be safe when we use things like tablets, phones, or computers. Have you ever used one? What do you like to do online?”*
- Encourage tamariki to share their experiences and feelings.

2. Storytime – Swoosh, Glide, and Rule Number 9

Read the story aloud to the group.

Pause at key moments to ask questions that connect with tamariki’s cultural values and lived experiences. For example:

Whānau connection:

“Who helps you at home when something feels tricky or confusing?”

(Encourages tamariki to think about their whānau or aiga as part of their Safe Village.)

Manaakitanga (kindness and care):

“How did Swoosh and Glide show kindness to each other?”

(Links to the value of being kind online and offline.)

Kaitiakitanga (guardianship):

“What can we do to look after ourselves and others when we’re online?”

(Promotes responsibility and care in digital spaces.)

Tūrangawaewae (sense of belonging):

“Where do you feel safe—online or in real life?”

(Helps tamariki identify safe spaces and trusted people.)

Reinforce the idea of talking to a trusted adult when something online doesn’t feel right.

3: Song Time – My Family Rules

Play the song “My Family Rules” by Lah-Lah.

Teach tamariki simple actions for each rule:

Be safe – hug yourself

Be kind – smile and wave

Ask for help – raise your hand

Make good choices – thumbs up

Sing and move together to reinforce the messages.

4. Wrap-Up Activity – My Safe Village Reflection & Sharing

Ask tamariki if they remember their **Safety Village Hand** activity.

Say: *“Remember when we drew our hand and wrote the names of people who help us feel safe? Let’s think about those people again today.”*

Invite tamariki to draw a picture of their Safe Village (e.g., their home, school, or community) and include the people from their hand.

Once finished, gather the group and invite each child to share their drawing.

Prompt them to say aloud:

“In my Safe Village, I can talk to...”

Help them name each person from their hand or drawing.

Reinforce the message:

These are the people you can go to if something online makes you feel unsure, upset, or confused.” Optionally, revisit the **Safety Village**

Hand posters or drawings and display them alongside the new artwork to show growth in their understanding.

VOYAGE 11.3

Planned Learning Experience: Staying Safe Online

b) Malu Sisi's Online Safety Adventure

Principle:	Empowerment Whakamana
Strand:	Wellbeing Mana Atua
Goal:	Tamariki experience an environment where they are kept safe from harm.
Objective:	Tamariki will learn simple rules for staying safe online, such as not sharing their name or address and telling a trusted adult if something online makes them uncomfortable.

Background:

This learning experience builds on the foundational messages introduced in the previous experience, *Being Safe Online*. Tamariki will revisit and deepen their understanding of how to stay safe when using digital devices and the internet. Through a short animated story and a fun, engaging song, they will explore four key safety messages:

1. Be careful of strangers – only talk to people you know; people online may not be who they say they are.
2. Never share personal information – like your name, address, or where you go to school.
3. Talk to a trusted adult – if something online makes you feel unsure or upset.
4. Keep devices in shared areas – so adults can help you stay safe.

Materials Needed:

- Story video: [Internet Safety Tips for Kids](#) developed by MoneyMoments, MidFirst Bank.
- Song video: [Internet Safety Song for Kids](#)
- Device with screen and speakers
- Paper and drawing materials (crayons, markers)
- A soft toy or talking stick for sharing time

Activity Steps:

1: Welcome Circle – Let's Remember and Share

Gather tamariki in a circle. Introduce **Malu Sisi** to the group. Say: *"Malu Sisi is back to help us learn more about staying safe online!"* Use a soft toy or talking stick to take turns speaking. Ask:

"Can you remember something we learned last time about being safe online?"

"Have you used a tablet, phone, or computer since then? What did you do online?"

"Did you remember any of the safety rules while you were online?"

Affirm their responses and introduce the new learning:

"Today we'll watch a story and sing a song with Malu Sisi that will help us remember four important rules to stay safe online."

2: Storytime – Internet Safety Tips for Kids

Play the video Internet Safety Tips for Kids. Pause after each tip to discuss:

"Why shouldn't we talk to strangers online?"

"What is personal information?"

"Who can you talk to if something online makes you feel funny or unsure?"

"Why is it good to use devices in the lounge or kitchen?"

3. Song Time – Internet Safety Song

Play the song Internet Safety Song for Kids.

Encourage tamariki to sing along and move to the beat.

After the song, ask:

“Can you remember one rule from the song?”

“Which rule do you think is the most important?”

Invite Malu Sisi to repeat the rules with tamariki.

4. Role Play – What Should We Do?

Present simple scenarios using **Malu Sisi**:

- Malu Sisi gets a message from someone they don't know.
- Malu Sisi is asked to share their name and where they live.
- Malu Sisi sees something online that feels scary or confusing.
- Malu Sisi is using a device alone in their bedroom.

Ask tamariki:

“What should Malu Sisi do?”

“Is this a safe choice?”

“Who can Malu Sisi talk to?”

Invite tamariki to act out the safe response using puppets or themselves.

Reinforce key phrases:

“I don't share my name online.”

“I'll ask my mum or teacher for help.”

“I only talk to people I know.”

“I use my tablet in the lounge with my whānau.”

4: Group Reflection – What Did We Learn?

Gather tamariki back into a circle.

Pass around the soft toy or talking stick.

Ask each child to share one thing they learned:

“One way I stay safe online is...”

“If I feel unsure online, I will...”

Celebrate their learning and thank tamariki for helping Malu Sisi stay safe.