

Nesian Narratives Toolkit

Voyage 3: My Family Kiribati



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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Nesian Narratives Toolkit

Voyage 3: My Family

Kiribati

Contents

	Page
1. About this topic	1
2. Learning Outcomes	1
3. Curriculum Planning	2
4. Connections to Curriculum	4
5. Assessment and Evaluation	4
6. Essential Facts for Kaiako	5
7. Information to share with Parents and Caregivers	6
8. Professional Development	7
9. Health, Safety and Quality Practice	8
10. Island Nation Spotlight: Key Facts About Kiribati	10
11. Additional Resources	15

VOYAGE 3.1

a) Meeting Tepa the Frigate Bird- Traditional Kiribati Dance	16
b) Kiribati Arts & Crafts	17
c) “Walk Around the Maneaba!” – A Kiribati Step Challenge for Tamaiti	18

VOYAGE 3.2

a) Kainga (Family) Tree	20
b) Framing Our Families: Te Mwakuri Connections	21

VOYAGE 3.3

a) Te Kai ni Kainga- Family Meal	22
b) Tataro ao Kainga – Stories and Family	23
c) Snapshots of Kainga- Photo Time	25

1. About this topic

On this journey, tamariki will explore the strength and uniqueness of families by travelling through Kiribati and meeting Tapa, the frigate bird. Tapa represents resilience, connection, and guidance, reminding tamariki that every family is different, yet each one is strong in its own way.

Through engaging activities, tamariki will discover how families support and care for one another, recognising that love, respect, and shared experiences make each family unit special. Just as Tapa soars across vast distances with confidence, tamariki will develop the skills to identify the individuals within their support network—those they can turn to for encouragement, share positive moments with, and seek help when needed. Families, no matter their shape or structure, provide strength and belonging, helping tamariki navigate their own journeys with confidence and connection.

2. Learning Outcomes

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

1. Learning and sharing interesting facts about Kiribati, including its people, culture, history, geography, and values, to understand what makes it special.
2. Exploring the structures of families and recognising the uniqueness of each family unit, understanding that every family operates differently.
3. Identifying individuals within their support network who they can engage with to share positive experiences, express concerns, and seek help.

3. Curriculum Planning

1. Learning Interesting Facts about Kiribati

Principle:	Family and Community Whanau Tangata
Strand:	Belonging Mana Whenua
Goal:	Tamariki experience an environment where they know they have a place.
Objective:	Tamariki will learn and share interesting facts about Kiribati, including its people (i-kiribati), culture, history, geography, and values, to understand what makes it special.

Planned Learning Experience:

- a) Meeting Tapa the Frigate Bird - Traditional Kiribati dance
- b) Kiribati Arts & Crafts
- c) "Walk Around the Maneaba!" – A Kiribati Step Challenge for Tamaiti

2. Exploring how families are formed and what makes each family special

Principle:	Relationships Nga Hononga
Strand:	Contribution Mana Tangata
Goal:	Tamariki experience an environment where they are supported to learn in ways that include and value all differences, such as gender, ability, age, ethnicity, or background.
Objective:	Tamariki will learn to explore the structures of families and recognise the uniqueness of each family unit, understanding that every family operates differently.

Planned Learning Experience:

- a) Kainga (Family) Tree
- b) Framing Our Families: Te Mwakuri Connections

3. Identifying Support Networks

- Principle:** Family and Community | Whanau Tangata
- Strand:** Belonging | Mana Whenua
- Goal:** Tamariki will experience an environment where their connections to family and the wider world are supported and strengthened.
- Objective:** Tamariki will be supported to recognise who they can turn to - whether to celebrate, share worries, or seek guidance.

Planned Learning Experience:

- a) Te Kai ni Kainga - Family Meal
- b) Tataro ao Kainga – Stories and Family
- c) Snapshots of Kainga – Photo Time

4. Connections to Curriculum

The topic of “Family and learning about Kiribati” aligns closely with *Te Whāriki* and *Tapasā*, as both emphasise the importance of nurturing environments, cultural identity, and personal wellbeing in a child’s development (Ministry of Education, 2017; Ministry of Education, 2018).

1. Learning and Sharing Interesting Facts About Kiribati

Te Whāriki: Supports tamariki in developing a sense of belonging (Mana Whenua) by learning about their cultural heritage, deepening their understanding of diversity and identity.

Tapasā: Encourages educators to foster awareness of Pacific identities, helping tamariki appreciate the unique culture, traditions, and values of Kiribati, strengthening their connection to their heritage and community.

2. Exploring the Structures of Family and Its Uniqueness

Te Whāriki: Aligns with the principle of contribution (Mana Tangata), encouraging tamariki to recognise and appreciate the uniqueness of different family structures.

Tapasā: Supports educators in promoting understanding of diverse family dynamics within Pacific communities, reinforcing the importance of family as a source of strength and identity.

3. Identifying Support Networks

Te Whāriki: Emphasises belonging (Mana Whenua) by guiding tamariki to build connections with support people in their lives, fostering a sense of security and trust.

Tapasā: Encourages educators to strengthen relationship-building skills, helping tamariki understand the importance of supportive connections within their community.

5. Assessment and Evaluation

Kaiako can assess and evaluate tamariki’s learning about families and safe spaces 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 helpful insights for kaiako on how to support tamariki in understanding family structures and support networks. Recognising the uniqueness of each family and the importance of feeling safe helps tamariki build confidence and a sense of belonging. It is important to explore this topic in a way that is responsive to their level of understanding and interest, while encouraging cultural awareness and respectful relationships. More details about Kiribati can be found in Section 10: Island Nation Spotlight.

Connections to Learning Outcomes

1. Learning and Sharing Interesting Facts about Kiribati

- **Geography:** Kiribati is made up of 33 atolls and reef islands, with only 20 being inhabited. This unique geography can be a fun topic for children to explore through maps and globe activities.
- **Culture:** The traditional dances and music of Kiribati, such as the “te bino” dance, can be introduced through music and movement activities.
- **Language:** Teach children simple phrases in I-Kiribati, the local language. For example, “Mauri” means hello.

2. Exploring the Structures of Family and its Uniqueness

- **Diverse Family Types:** Families come in many forms, including nuclear families, single-parent families, extended families, blended families, and more. Each type has its own unique dynamics and strengths.
- **Cultural Variations:** Family structures can vary significantly across different cultures. Understanding and respecting these variations helps children appreciate diversity and inclusivity.

3. Identifying Support Networks

- **Emotional wellbeing:** A robust support network helps tamariki navigate life’s challenges, promoting resilience and emotional wellbeing.
- **Increased Positive Influence:** Children with a strong support network are more likely to feel inspired, supported, and lifted.
- **Healthy Distractions:** Support networks provide opportunities for healthy distractions, helping tamariki cope with difficult situations.
- **Trusted Individuals:** These are people outside the immediate family who children can rely on for help, support and guidance. They play a vital role in a child’s support network.
- **Family Friends and Neighbours:** Close family friends and trusted neighbours can also be part of a child’s support network. It’s important for children to know which adults in their community they can trust.

7. Information to share with Parents and Caregivers

Supporting Your Child's Learning about Families and Safe Spaces

Helping your child learn about families and safe spaces is an important part of their learning and development. As they grow, tamariki begin to recognise the different ways families are structured and how safe spaces provide comfort, connection, and support. Through this learning, they will explore Kiribati, discovering its people, rich culture, history, geography, and values. By understanding diverse communities, tamariki develop an appreciation for the uniqueness of family life and the importance of respectful, caring relationships.

Family Contributions

You play a vital role in reinforcing these ideas outside of the classroom. Here are some ways to continue the learning journey at home:

- **Safe and Inclusive Environment:** Emphasise the importance of creating a safe and inclusive environment at home where children feel comfortable exploring new cultures and asking questions.
- **Open Communication:** Encourage the parents to have open discussions with their children about what they are learning. Ask questions like, "What did you find interesting about Kiribati?" or "What new words did you learn?"
- **Cultural Awareness:** Learning about Kiribati helps children develop cultural awareness and appreciation for diversity.
- **Family Bonding:** Engaging in these activities together can strengthen family bonds and create lasting memories.

8. Professional Development

Teaching 4 and 5 year-olds about family, support networks, and the unique cultural perspectives of Kiribati requires a playful, nurturing, and inclusive approach. ECE kaiako play a vital role in creating environments where tamariki feel secure, valued, and connected. To support this learning, kaiako can engage in professional development that focuses on cultural competency, family diversity, community engagement, and child safety. Strengthening skills in effective communication with whānau helps foster positive partnerships between families and early childhood settings, reinforcing tamariki's understanding of safe and supportive relationships.

Hands-on learning experiences such as storytelling, play-based activities, and open discussions allow tamariki to explore the concept of family, recognising that each family structure is unique.

Workshops on child protection, role-playing scenarios, and connecting with community helpers can further enhance teaching practices, ensuring tamariki learn how to identify trusted individuals and seek support when needed.

Developing strong relationships with whānau and accessing diverse learning resources ensures tamariki feel confident in their understanding of family, belonging, and safe spaces, creating a foundation for emotional and social wellbeing.

9. Health, Safety and Quality Practice

When teaching young children about Families and support networks—including topics such as Kiribati culture, family structures, and trusted individuals—it's essential to align with Early Childhood Education (ECE) health and safety guidelines. Below are key considerations to keep in mind:

1. Creating a Safe Physical Environment

Compliance with ECE Licensing Criteria: Early childhood centres must meet the Education (Early Childhood Services) Regulations 2008.

Hygiene Practices: Maintain high standards of hygiene, including regular handwashing, sanitising surfaces, and ensuring that children understand the importance of personal hygiene.

Childproofing: Ensure that the learning environment is free from hazards and safe for young children. This includes securing furniture, covering electrical outlets, and keeping small objects out of reach.

2. Emotional and Psychological Safety

Open Communication: Foster an environment where children feel comfortable expressing their thoughts and feelings. Active listening and validating their emotions are crucial for their emotional well-being.

Positive Reinforcement: Use positive reinforcement to encourage good behaviour and build self-esteem. This helps create a supportive and nurturing environment.

3. Cultural Sensitivity and Inclusivity

Cultural Education: When teaching about Kiribati, ensure that the information is accurate and presented respectfully. Use resources that highlight the people, culture, history, geography, and values of Kiribati in an engaging and age-appropriate manner.

Respect for Diversity: Acknowledge and respect the diverse backgrounds and experiences of all children. Create an inclusive environment where every child feels valued and understood.

4. Family Engagement

Parental Involvement: Encourage parents and caregivers to participate in their children's learning. Provide them with resources and activities they can do at home to reinforce what is being learned in the ECE setting.

ECE Licensing Criteria: Centres must comply with governance and management standards that require clear communication with families.

Clear Communication: Keep parents informed about the curriculum and any activities related to learning about Kiribati, family structures, and support networks. Regular updates help ensure that parents are aware and can support their children's learning.

5. Identifying and Engaging with Trusted Individuals

Community Helper Visits: Arrange visits from community helpers like police officers, firefighters, or nurses to help children understand their roles and build trust.

Child Protection Policies: Centres must follow child protection regulations outlined in the Children's Act 2014.

Safety Discussions: Have open discussions about safety and who to turn to for help. Use visual aids like a "Trust Tree" or a safety circle to reinforce these concepts.

6. Professional Development for Educators

Ongoing Training: Participate in professional development opportunities focused on cultural competency, family dynamics, child safety, and effective communication with families. This ensures that educators are well-equipped to teach these important concepts.

ECE Regulatory Review: The Ministry for Regulation's ECE sector review highlights the importance of professional development in ensuring high-quality early childhood education.

10. Island Nation Spotlight: Key Facts About Kiribati

1. Host / Guide*

Tepa the Frigate Bird: In Kiribati, the frigate bird, known locally as “tepa,” holds significant cultural and symbolic importance.

* 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

This is Tepa the **Frigate Bird**, a wise and friendly bird who comes from the skies of Kiribati. Tepa has flown across the 33 islands of Kiribati, soaring over waves, meeting families, and learning special things from every corner of the ocean.

Tepa isn’t just any bird—he is a helper bird! In Kiribati, Tepa helps fishermen find their way, tells people about the weather, and brings messages of peace and harmony. Now, Tepa is here to help us learn about families and what makes each one special.

3. Landmarks

- **Tarawa:** The capital of Kiribati, Tarawa is a group of interconnected islets shaped like a boomerang. It is rich in historical sites, including remnants from World War II battles.
- **Christmas Island (Kiritimati):** Famous for its large coral atoll, Christmas Island offers excellent bird watching, scuba diving, and fishing opportunities.
- **Phoenix Islands Protected Area:** This UNESCO World Heritage site is one of the largest marine protected areas in the world, known for its pristine coral reefs and diverse marine life.
- **Fanning Islands (Tabuaeran):** These islands are a wildlife reserve with beautiful beaches and opportunities for bird watching and fishing.

4. Famous people

- **Anote Tong:** Served as the President of Kiribati from 2003 to 2016. He is renowned for his advocacy on climate change and efforts to promote sustainable development.
- **David Katoatau:** An Olympic weightlifter who gained international recognition for his unique celebratory dances, raising awareness about climate change.
- **Ieremia Tabai:** The first President of Kiribati, serving from 1979 to 1991. He played a crucial role in shaping the nation.

5. Common phrases

Hello	<i>Mauri</i>	How are you?	<i>Ko uara? (singular)</i> <i>Kam uara? (plural)</i>
Goodbye	<i>Ti a boo / Ti a kaboo</i>		
Thank you	<i>Ko rab’a / Ko bati n rab’a</i>	Please?	<i>Taiaoka?</i>

6. Cultural artefacts

- **Maneaba (Traditional Meeting House):** The maneaba is a central structure in Kiribati communities, serving as a traditional meeting house where important social, political, and cultural gatherings take place. It symbolises community unity and is often decorated with intricate carvings and traditional motifs.
- **Te Bino Dance Costumes:** Traditional dance costumes used in the Te Bino dance are significant cultural artifacts. These costumes often include grass skirts, headbands, and other adornments made from natural materials like coconut fibres and shells. The dance itself is an important cultural expression, representing the movements of the frigate bird.
- **Nnabakana Stone Warriors:** The Nnabakana stone warriors are ancient stone carvings found on the island of Banaba. These carvings are believed to represent ancestral spirits and are an important part of Kiribati's cultural heritage.
- **Canoes and Navigation Tools:** Traditional outrigger canoes and navigation tools are essential artifacts in Kiribati. These canoes are expertly crafted and have been used for centuries for fishing and inter-island travel. The knowledge of navigation by the stars and ocean currents is a valued cultural skill.

7. Cultural practices

- **Maneaba:** The maneaba, or meeting house, stands as the cornerstone of I-Kiribati culture. It's more than just a structure; it's a social hub, a place of governance, and a symbol of community.
- **Te Karanga:** This traditional form of fishing is both a practical and cultural activity. It involves using nets and other methods passed down through generations.
- **Botaki:** These are communal feasts held to celebrate various occasions, such as weddings, birthdays, and other significant events. Botaki emphasises the importance of community and sharing.

8. Easy songs to learn

Pasifika Beatz Kiribati Songs is a cheerful and culturally rich playlist created by Loopy Tunes Preschool Music, celebrating the beauty of Pacific languages through music. As part of the wider Pasifika Beatz project marking the 10th anniversary, this collection features 10 Kiribati songs designed especially for young children. With familiar tunes and Kiribati lyrics, the songs support language learning, cultural pride, and joyful participation. The project was made possible through a collaboration with Whānau Āwhina Plunket and funding from the Ministry of Pacific Peoples.

Here are the 10 songs included in the playlist:

1. **Kiribati Welcome Song** – A warm introduction to greetings in Kiribati.
2. **Atu, Angaau (Head, Shoulders)** – A bilingual action song teaching body parts.
3. **Old MacDonald Had A Farm (Kiribati Animals)** – Learn animal names through a classic farmyard tune.
4. **Mronron (Kiribati Shapes)** – A fun and engaging way to learn basic shapes.

5. **Mainaina Is White (Kiribati)** – A colour-themed song featuring the word for white.
6. **Nimaaua Little Ducks (Kiribati)** – Count along with five little ducks in Kiribati.
7. **Kiribati Alphabet** – Sing through the letters of the Kiribati alphabet.
8. **Climb The Coconut Tree (Kiribati)** – A playful song inspired by island life.

9. **I Am Happy (Kiribati)** – A joyful tune expressing emotions in Kiribati.
10. **If You're Happy And You Know It (Kiribati)** – A lively action song to sing and move with.

Access song resources:

Action videos for each song are available on Whānau Āwhina Plunket's YouTube channel: https://www.youtube.com/watch?v=ctYgbtuBkno&list=OLAK5uy_mKKGmVsWIPpxWoC0eyuyOCB7Oef56xgC0

9. Cultural attire

- **Grass Skirts (Te Roro):** Men traditionally wear grass skirts made from pandanus leaves or coconut fibres. These skirts are lightweight and practical for the tropical climate, often worn during cultural ceremonies and dances.
- **Head Adornments:** Floral crowns and woven headbands embellished with feathers or shells are integral to women's attire during festivals.
- **Grass Skirts (Te Bui):** Women wear finely woven grass skirts made from pandanus leaves. These skirts are often longer and more elaborately decorated than men's skirts, showcasing intricate weaving patterns.

10. Cultural food

- **Ika Vaka:** A traditional dish consisting of raw fish marinated in coconut milk and lime juice. It's similar to ceviche and highlights the fresh seafood available in Kiribati.
- **Te Inai:** This dish features fried parrotfish, marinated in lemon juice, garlic, and seasonings before being deep-fried until crispy. It's often served with mashed pumpkin purée and a crisp salad.
- **Te Bua Toro Ni Baukin:** A popular dish made with grated pumpkin, flour, milk, shredded cabbage, corned beef, and baking powder. The mixture is seasoned with salt, lemon juice, and pepper, then baked until brown.
- **Batata Mash:** A creamy mash made from boiled and mashed sweet potatoes (batata), mixed with butter and unsweetened coconut. It's usually eaten as a side dish.

11. Flag / Flag description

- The flag of Kiribati is distinctive and rich in symbolism. The flag features a horizontal bicolour of red and blue. The upper half is red with a yellow frigate bird flying over a yellow rising sun with seventeen rays. The lower half is blue with three horizontal wavy white stripes.
- Rising Sun: Symbolises the tropical sun as Kiribati lies astride the Equator.
- Frigate Bird: Represents command over the sea, freedom, and the cultural dance patterns of Kiribati.
- Wavy Stripes: Represent the Pacific Ocean surrounding Kiribati and the three archipelagos (Gilbert, Phoenix, and Line Islands).
- Seventeen Rays: Represent the sixteen Gilbert Islands and Banaba (formerly Ocean Island).

12. Sports

- **Te Maamae:** A traditional wrestling-style sport where participants use grappling techniques to overpower their opponents. The objective is to force the opponent onto the ground, showcasing strength and agility.
- **Te Aka:** A spear-throwing game where participants aim to hit a target, such as a coconut set on a pole. This sport requires accuracy, precision, and strategic thinking.
- **Te Nbaangaa:** A game played with a coconut as the ball and two long sticks as goalposts. Teams compete to score points by hitting the coconut through the goalposts, requiring teamwork and quick reflexes.

13. Myths / legends specific to this island nation

- **Nareau the Spider God:** One of the most important creation stories in Kiribati mythology involves Nareau, the Spider God. According to the myth, Nareau created the world by separating the sky and earth from a chaotic primordial state. This act of creation established the foundations of the natural world and human society.
- **The Story of Te-Kainga:** This legend tells of Te-Kainga, a powerful ancestral spirit who guided the early settlers of Kiribati. Te-Kainga is believed to have taught the people essential survival skills, such as fishing and navigation, and established social customs and taboos.

14. Proverb

- **“Ribanan, karikirakean ao kateimatoan ara katei ma ara taetae ni Kiribati”** Nurture, enhance and sustain the Kiribati language and culture.

15. Other Facts

- **Geography:** Kiribati consists of 33 atolls and reef islands spread across a vast area of the central Pacific Ocean. Only 20 of these islands are inhabited.
- **Climate Change:** Kiribati is one of the countries most affected by climate change due to its low elevation. Rising sea levels pose a significant threat to its land and population.
- **Kiribati and I-Kiribati:** **Kiribati** refers to the country itself—a sovereign island nation in the central Pacific Ocean, whereas **I-Kiribati** is the correct term for the people of Kiribati, as well as the adjective used to describe their culture, language, or identity.

16. References

The numbered references provided below correspond directly with the information outlined above.

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11. Additional Resources

Here are some helpful resources to support teaching Kiribati and the importance of family, safe spaces, fostering a sense of belonging, and emotional wellbeing. *Please note that while many of these resources are free, some may require payment.*

NZ Government Resources

Kiribati Language Week – Ministry for Pacific Peoples – Offers downloadable resources, activity ideas, and community events to celebrate Kiribati Language Week. It encourages collaboration with local Kiribati families and cultural leaders. <https://newzealandcurriculum.tahurangi.education.govt.nz/te-taetae-ni-kiribati---kiribati-language-week/5637151347.p>

Te Whāriki (Ministry of Education) – New Zealand’s early childhood curriculum, which includes culturally responsive teaching guidance. [Te Whāriki Online](#)

National Library of New Zealand – Topic Explorer: Kiribati – Provides educational materials on Kiribati’s history, geography, and traditions. [Topic Explorer - Kiribati | Services to Schools](#)

Local Government Resources

Local Council Cultural Education Programmes – Various councils offer events and resources that help tamariki learn about different cultures and family structures. Check your local council’s website for details.

Libraries and Community Centres – Some libraries and community centres may provide books, activities, and storytelling sessions focused on Pacific cultures and identity-building.

Local Community and Pacific Resources

Pacific Learners – Kiribati Language Resources - [Pacific Learners Education](#) is a community-led initiative with a passion to see young Pacific Learners realise their full potential and equip them for their journey ahead. Their resources include videos and vocabulary tools to help students learn basic Kiribati words and phrases, ideal for language integration in the classroom. <https://pacificlearners.co.nz/kiribati-language-resources/>

Other Resources

Twinkl - Twinkl is a paid educational platform offering teaching resources for educators and families, but its blog is free to access. The featured post on educating children about different types of families provides inclusive, age-appropriate guidance for discussing diverse family structures—like single-parent, blended, and LGBTQ+ families—alongside suggested activities and reading materials to support understanding and empathy. <https://www.twinkl.co.nz/blog/educating-your-child-on-different-types-of-family>

Sparklers – Sparklers is a free New Zealand initiative offering research-based, hands-on activities to help tamariki and kaiako build mental wellbeing, emotional literacy, and cultural confidence. Offers wellbeing activities, including identity-focused learning and reflection exercises. For example, see here for [interactive activities](#).

VOYAGE 3.1

Planned Learning
Experience: Learning
Interesting Facts
about Kiribati

a) Meeting Tapa the Frigate Bird - Traditional Kiribati Dance

Principle:	Family and Community Whanau Tangata
Strand:	Belonging Mana Whenua
Goal:	Tamariki experience an environment where they know they have a place.
Objective:	Tamariki will learn and share interesting facts about Kiribati, including its culture, history, geography, and values, to understand what makes it special.

Background:

Tamariki will learn a traditional Te Bino dance that not only teaches the children about the traditional Kiribati dance but also helps them develop coordination, rhythm, and an appreciation for cultural diversity. Note: External links and websites referenced are used solely for educational purposes; copyright remains with the original creators and rights holders.

Materials Needed:

- Traditional Kiribati music (you can find music on YouTube), for example the a performance by Kiribati communities from the South Kam rabwa ao kam tonu kain Invercargill, Cromwell, ao Christchurch see [here](#) (Facebook video) or the following [Kiribati Dance Te Bino](#) (youtube video)
- Island Nation Spotlight - Key Facts about Kiribati (see Section 10)
- Open space for dancing
- Optional: Grass skirts or simple costumes to enhance the experience

Activity Steps:

1. **Preparation:** Start by explaining to the children that they will be learning a traditional dance from Kiribati called “Te Bino” and involves sitting and moving the upper body gracefully to the rhythm of the song. This dance mimics

the movements of the frigate bird, which is important in Kiribati culture.

2. **Background and Facts:** You may refer to [Section 10. Island Nation Spotlight](#) to learn more about the Kiribati culture and understand the traditions.
3. **Warm Up:** Begin with a simple warm-up to get the children ready to move. Stretch arms, legs, and do a few gentle jumps.
4. **Arm Movements:** Teach: Show the children how to extend their arms out to the sides and gently flap them up and down, like bird wings. Practice: Have the children practice this movement to the rhythm of the music.
5. **Adding Rhythm:**
 - **Clapping:** Introduce clapping to the rhythm of the music. Have the children clap their hands together while continuing the dance steps.
 - **Practice:** Practice clapping and dancing together, ensuring the children stay in rhythm with the music.
6. **Group Dance:**
 - **Formation:** Arrange the children in a circle or line, depending on the space available.
 - **Dance Together:** Play the music and have the children perform the dance together. Encourage them to watch each other and stay in sync.
7. **Reflection:** After the dance, gather the children and discuss what they learned. Ask them how they felt while dancing and what they enjoyed the most.

VOYAGE 3.1

Planned Learning Experience: Learning Interesting Facts about Kiribati

b) Kiribati Arts & Crafts

Principle:	Family and Community Whanau Tangata
Strand:	Belonging Mana Whenua
Goal:	Tamariki experience an environment where they know they have a place.
Objective:	Tamariki will learn and share interesting facts about Kiribati, including its culture, history, geography, and values, to understand what makes it special.

Background:

Tamariki will learn how to make Kiribati inspired accessories, such as a bracelet, necklace, or ankle bracelet (You may wish to refer to [Te Papa's Kiribati collection](#)). This encourages children to learn about the Kiribati culture and they will also develop fine motor skills and creativity.

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

Materials Needed:

- String or yarn
- Large beads (preferably in natural colours like brown, white and green)
- Small seashells (with holes for threading)
- Pieces of coconut shell (optional, with holes for threading)
- Scissors
- Glue (Optional for securing knots)

Activity Steps:

- 1. Introduction:** Start by telling the children a little about Kiribati. Mention that it's an island nation in the Pacific Ocean, known for its beautiful beaches and rich culture. Show them pictures of Kiribati and its traditional crafts.

- 2. Distribute:** Give each child a piece of string or yarn, about 45-60 centimetres long. Provide a selection of beads, seashells, and coconut shell pieces.
- 3. Designing the accessory:** Encourage the children to plan their design. They can lay out the beads and shells in the order they want to string them. Show the children how to thread the beads and shells onto the string. They can alternate between beads and shells to create a pattern.
- 4. Tying the accessory:** Once the children have finished threading their beads and shells, help them tie the ends of the string together to form their accessory. Use a double knot to ensure it stays secure. If needed, add a dab of glue to the knot for extra security.
- 5. Discussion - Show and Tell:** Have the children share their accessory with the group. Encourage them to talk about the patterns they chose and what they learned about Kiribati. Discuss how the materials used in their accessories are similar to those found in Kiribati and how traditional crafts are an important part of the island's culture.

VOYAGE 3.1

Planned Learning
Experience: Learning
Interesting Facts
about Kiribati

c) “Walk Around the Maneaba!” – A Kiribati Step Challenge for Tamaiti

Principle:	Family and Community Whanau Tangata
Strand:	Belonging Mana Whenua
Goal:	Tamariki experience an environment where they know they have a place.
Objective:	Tamariki will learn and share interesting facts about Kiribati, including its culture, history, geography, and values, to understand what makes it special.

Background:

Tamaiti will engage in a fun and educational step challenge that stimulates walking around the *Maneaba ni Maungatabu* (Kiribati Parliament House). In Kiribati, the *Maneaba* is more than just a building—it’s a sacred space where people gather to make decisions, share stories, and look after one another. The *Maneaba ni Maungatabu*, the national parliament house, carries this same spirit on a larger scale. Kaiako can search for this on Google Maps for an aerial view as well as [Street View](#).

To support understanding, kaiako may say to tamariki:

“Just like parents look after their children—making sure they’re safe, happy, and growing strong—parliamentarians meet in the Maneaba to look after the whole country. They listen, make plans, and help solve problems so that everyone can live well together.”

This learning experience promotes physical activity and introduces children to the geography of Kiribati. It also fosters cultural awareness and respect, while encouraging group participation, celebration, and joy.

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Materials Checklist:

- Coloured tape, chalk, or ribbon (to mark a circular path)
- Kiribati flag or map (visual aid)
- Kiribati word cards (e.g. “Mauri” = hello)
- Simple props: sun crowns, bird wings, canoe paddles (cardboard)
- Music or nature sounds (Pacific island ambiance)
- Story cards or posters with Kiribati facts
- Circle mat or gathering space

Setup Tips:

- Create a safe walking loop (approx. 10–15 meters).
- Place markers every 50 steps with a fun action or fact.
- Display cultural images from [Te Papa’s Kiribati collection](#).

Activity Steps

- 1. Welcome & Warm-Up (5 mins):** Greet children with “Mauri!” and do the “Island Wiggle”: stretch arms like palm trees, wiggle toes like sand.
- 2. Step Challenge (10–15 mins):** Walk 300 steps around the path and pause every 50 steps for a cultural action.

Step	Action	Cultural Link
50	Flap arms like Tapa the frigate bird	Common seabird in Kiribati
100	Say “Mauri!” together	Kiribati greeting
150	Paddle imaginary canoe	Traditional transport
200	Dance like ocean waves	Island surrounded by sea
250	Make a sun shape with arms	Kiribati = “rising sun”
300	Sit in a circle and clap	Like a maneaba meeting

- 3. Reflection & Celebration (5 mins):** Gather in a circle (maneaba-style). Ask: “What did you like best?” Share a short story or image from Te Papa’s Kiribati collection. End with a group clap and “Mauri!” farewell.

VOYAGE 3.2

Planned Learning

Experience: How families are formed and what makes each family special

a) Kainga (Family) Tree

Principle:	Relationships Nga Hononga
Strand:	Contribution Mana Tangata
Goal:	Tamariki experience an environment where they are supported to learn in ways that include and value all differences, such as gender, ability, age, ethnicity, or background.
Objective:	Tamariki will learn to explore the structures of families and recognise the uniqueness of each family unit, understanding that every family operates differently.

Background:

Tamariki will explore and appreciate the uniqueness of different family structures by creating their own family tree. This activity not only deepens their understanding of whānau diversity, but also encourages creativity and self-expression.

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Materials Needed:

- Family Tree visual. For example, you might use [Twinkl's How to Make a Family Tree resource](#). Twinkl is a paid educational platform offering a wide range of teaching materials for educators and families. However, its blog content is free to access and may feature helpful ideas or visual examples to support this activity.
- Large pieces of paper
- Crayons or pencils
- Glue sticks
- Scissors
- Photos or drawings of family members
- Stickers (Optional)

• Activity Steps:

1. **Preparation:** Start by explaining what a family tree is and how it shows the different members of a family. Mention that every family is unique and special in its own way.
2. **Distribute materials:** Show a simple example of a family tree and large pieces of paper, provide crayons, markers, glue sticks, and scissors.
3. **Drawing the Family Tree:** Help the children write the names and titles (e.g., Mum, Dad, Grandma) of their family members on their drawing. If they can't write yet, you can write for them or use pre-printed labels. If available, children can glue photos of their family members onto their family tree. Alternatively, they can draw pictures of each family member.
4. **Decorating the Family Tree:** Encourage the children to colour and decorate their family tree with crayons or markers. They can add leaves, flowers, or other decorations to make it unique.
5. **Sharing & Discussion:** Once the family trees are complete, have a "show and tell" session where each child can share their family tree with the group. Encourage them to talk about the different members of their family and what makes their family special. Discuss the different types of families represented in the group. Emphasise that all families are unique and important.
6. **Reflection:** Ask the children how they felt while creating their family tree and what they learned about their own family and others. This helps reinforce the concept of family diversity and appreciation.

VOYAGE 3.2

Planned Learning

Experience: How families are formed and what makes each family special

b) Framing Our Families: Te Mwakuri Connections

Principle:	Relationships Nga Hononga
Strand:	Contribution Mana Tangata
Goal:	Tamariki experience an environment where they are supported to learn in ways that include and value all differences, such as gender, ability, age, ethnicity, or background.
Objective:	Tamariki will learn to explore the structures of families and recognise the uniqueness of each family unit, understanding that every family operates differently.

Background:

“Te Mwakuri” means “family” in Kiribati. Tamariki will draw pictures of their families inside a decorative frame, helping them recognise and appreciate the different family structures that surround them.

Materials Needed:

- Blank Paper
- Crayons, markers or coloured pencils
- Image of the Tokelau Flag, such as the one from [Britannica](#)
- Pre-Cut Paper frames (you can have children draw their own frames with the colours and shapes from the Tokelau Flag)
- Glue
- Stickers and other decorative items (Optional)

Activity Steps:

- **Introduction:** Ask tamariki questions like: “Who is in your family?” “What do you like to do with your family?” “Do you have any pets that are in your family?” Let them know that today’s activity is about celebrating the people who make up their family, and that they’ll be creating a special frame inspired by the colours and shapes of the Kiribati flag—like the sun, ocean waves, and vibrant red and yellow. These symbols remind us of warmth, connection, and belonging.

1. **Drawing the Family Portrait:** Give each child a blank piece of paper. Ask them to draw a picture of their family. Encourage them to include everyone who is important to them, such as parents, siblings, grandparents, pets, etc. Walk around and provide support and encouragement as they draw.
2. **Creating the Frame:** Provide each child with a pre-cut paper frame or materials to design their own. Encourage them to decorate the frame using colours and shapes inspired by the Kiribati flag—such as red backgrounds, yellow sunbursts, or blue waves. They can use crayons, markers, stickers, and other decorative items. Once finished, help them glue their family portrait inside the frame.
3. **Share & Discussion:** Have a sharing session where each child can show their family portrait and talk about their family. Encourage them to describe who is in their picture and what they like to do together. Celebrate the diversity of families represented.
4. **Display:** Create a display area in the classroom to showcase all the framed portraits. This visual gallery will help tamariki feel proud of their work and learn about the different families that make up their learning community.

VOYAGE 3.3

Planned Learning Experience: Identifying Support Networks

a) Te Kai ni Kainga - Family Meal

Principle:	Family and Community Whanau Tangata
Strand:	Belonging Mana Whenua
Goal:	Tamariki experience an environment where connecting links with the family and the wider world are affirmed and extended.
Objective:	Tamariki will aim to identify individuals within our support network who we can engage with and share positive experiences, concerns and seek help.

Background:

Tamariki will learn about support networks and the importance of family meals in bringing people together. Note: External links and websites referenced are used solely for educational purposes; copyright remains with the original creators and rights holders.

Materials Needed:

- Large sheet of paper or poster board
- Crayons, markers or coloured pencils
- Cut out pictures of food items (or invite children to draw their own). For inspiration, you might use images of traditional Kiribati foods—such as those featured on [Travel Food Atlas](#)
- Glue
- Stickers and other decorative items (optional)

Activity Steps:

- 1. Introduction:** Start with a discussion about support networks. Ask the children questions like: “Who helps you when you need something?”, “Who do you talk to when you are happy or sad?”. Explain that support networks include family, friends, teachers, and other important people in their lives.
- 2. Family Meal Discussion:** Talk about family meals and why they are important. Ask questions like: “What do you like to eat with your family?”, “Who cooks the meals in your family?”. Highlight how family meals are a time to share, talk, and support each other.
- 3. Drawing the Family Meal:** Give each child a large sheet of paper or poster board. Ask them to draw a picture of a family meal. Encourage them to include everyone who is important to them, such as parents, siblings, grandparents, and even pets. Provide cut-out pictures of food items or let the children draw their own favorite foods to add to their meal scene. Walk around and provide support and encouragement as they draw and create their family meal scene.
- 4. Identifying Support Networks:** Once the family meal drawings are complete, ask the children to think about who helps them in their lives. Have them draw or write the names of these people around their family meal scene. This could include family members, friends, teachers, and other important people. Help them glue the pictures and names onto their poster.
- 5. Sharing & Discussion:** Have a sharing session where each child can show their family meal scene and talk about their support network. Encourage them to describe who is in their picture, what they like to eat together, and who helps them in their lives.
- 6. Display:** Create a display area in the classroom where all the family meal scenes and support networks can be hung up. This will help children feel proud of their work and learn about each other’s support networks.

VOYAGE 3.3

Planned Learning Experience: Identifying Support Networks

b) Tataro ao Kainga – Stories and Family

Principle:	Family and Community Whanau Tangata
Strand:	Belonging Mana Whenua
Goal:	Tamariki experience an environment where connecting links with the family and the wider world are affirmed and extended.
Objective:	Tamariki will aim to identify individuals within our support network who we can engage with and share positive experiences, concerns and seek help.

Background:

Tamariki will learn about the importance of support networks through a story and create their own support network circle.

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Materials Needed:

- A storybook '[Mixed Feelings](#)' by Taeang Erika, a dedicated bilingual educator in the Kiribati community.
- Large sheet of paper or poster board
- Crayons, markers or coloured pencils

Activity Steps:

- 1. Introduction:** Gather tamariki in a warm, welcoming space—perhaps on mats or cushions in a circle. Introduce the story *Mixed Feelings* by Taeang Erika, a bilingual educator from the Kiribati community. Let them know this story is about a young girl raised by her grandfather in Kiribati, who experiences many emotions when she must leave him to join her parents overseas.
You might say: *"This story is about love,*

change, and the people who help us feel strong when things are hard. Let's listen with our hearts and think about who helps us feel safe and loved."

- 2. Story time:** Read *Mixed Feelings* aloud, pausing gently to ask reflective questions:
"How do you think the girl feels about leaving her grandfather?"
"What do you think her grandfather is feeling?"
"Who helps the girl feel strong, even when she's sad?"
"Have you ever felt mixed feelings—happy and sad at the same time?"
Encourage tamariki to share their thoughts, especially if they've experienced big changes or had to say goodbye to someone they love.
- 3. Discussion:** After the story, guide a kōrero about support networks:
"Why is it important to have people who care for us?"
"Who are some people in your life who help you feel brave, loved, or calm?"
"Can someone far away still be part of your support circle?"
You might introduce the idea of *te tua*, the Kiribati word for backbone or support, to deepen cultural connection.

4. Creating the Support Network Circle: Give each child a large sheet of paper or poster board. Ask them to:

- Draw a circle in the center and write their name inside.
- Around the circle, draw or write the names of people who support them—grandparents, siblings, teachers, friends, church leaders, even pets.
- Decorate their circle using crayons, markers, stickers, and symbols that represent love, strength, and connection (e.g., hearts, waves, stars).
- Encourage tamariki to include people who may live far away but still offer love and support—just like the girl’s grandfather in the story.

5. Sharing & Discussion: Invite tamariki to share their Support Circles with the group. Prompt them with:

“Who is in your circle?”

“How do these people help you?”

“Is there someone in your circle who makes you feel strong when you’re sad?”

Celebrate each child’s story and affirm the importance of every kind of support.

6. Display: Create a classroom display titled **“Ko toku tua – My Backbone of Support”**. Hang the Support Circles together to form a visual wall of connection. This display can serve as a reminder that no one is alone, and that love travels across oceans, just like in *Mixed Feelings*.

VOYAGE 3.3

Planned Learning Experience: Identifying Support Networks

c) Snapshots of Kainga – Photo Time

Principle:	Family and Community Whanau Tangata
Strand:	Belonging Mana Whenua
Goal:	Tamariki experience an environment where connecting links with the family and the wider world are affirmed and extended.
Objective:	Tamariki will aim to identify individuals within our support network who we can engage with and share positive experiences, concerns and seek help.

Background:

Tamariki will explore the idea of support networks by sharing photos of loved ones and creating a visual poster that celebrates the people who help them feel safe, strong, and cared for. This activity encourages children to recognise not only family members, but also friends, teachers, neighbours, church leaders, and others who play a supportive role in their lives.

Materials Needed:

- A photo of a loved one or support person (brought in by the child with help from parents or caregivers)
- Large sheet of paper or poster board
- Crayons, markers, or coloured pencils
- Glue
- Stickers and other decorative items (optional)

Activity Steps:

- 1. Preparation (Before the Activity):** Invite parents and caregivers to help their child bring in a photo of someone who supports them. This could be a family member, friend, teacher, coach, church aunty, or anyone important in their life. Emphasise that support people can come from both inside and outside the family.
- 2. Introduction:** Begin with a gentle kōrero about support networks. Ask tamariki:
“Who helps you when you need something?”
“Who do you talk to when you’re happy or sad?”
“Can someone outside your family be a support person too?”
Explain that support networks include all kinds of people—those who listen, care, encourage, and help us grow.
- 3. Photo Sharing:** Invite each tamariki to share their photo with the group. Encourage them to talk about the person in the photo and how that person supports them. Use prompts like:
“Who is in your photo?”
“How does this person help you?”
“What do you like to do together?”
Celebrate the diversity of support people—whether they live nearby or far away.

4. Creating the Support Network Poster: Give each child a large sheet of paper or poster board. Ask them to:

- Glue their photo in the center.
- Around the photo, draw or write the names of other people who support them—family, friends, teachers, neighbours, church leaders, or even pets.
- Decorate the poster with colours, symbols, and stickers that represent love, strength, and connection.

5. Discussion: After everyone has created their posters, gather for a closing kōrero. Ask:
“Why is it important to have people who support us?”
“How do you feel when someone helps you?”
“Can you be a support person for someone else?”