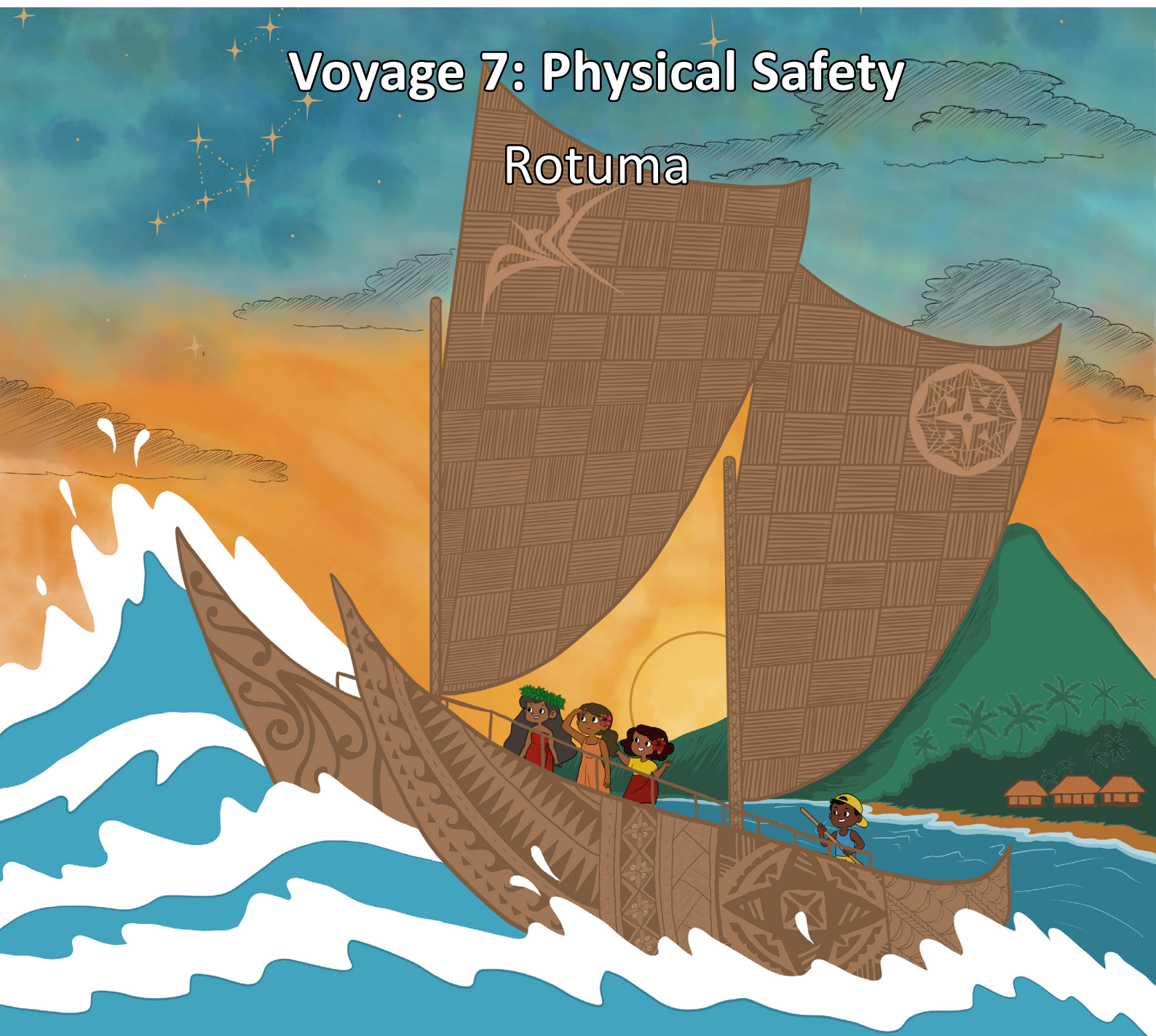


Nesian Narratives Toolkit

Voyage 7: Physical Safety

Rotuma



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 7: Physical Safety

Rotuma

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1. About this topic

During this voyage, tamariki will explore the unique identity of Rotuma—its culture, history, geography, and values. They will gain a deeper appreciation for what makes this island special while developing important skills to stay safe in everyday situations. Through engaging activities, tamariki will learn how to recognise risks, respond to emergencies, and practise basic first aid to help themselves and others. They will also build confidence in navigating public spaces by understanding fire drills, following road safety rules, and knowing how to ask for help when needed.

2. Learning Outcomes

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

1. Learning and sharing fun facts about Rotuma, including its culture, history, geography, and values, to understand what makes it special.
2. Recognising situations that might not be safe and learning what to do to keep themselves protected.
3. Tamariki learn how to keep themselves and others safe by knowing what to do in emergencies and practising everyday safety rules—like following fire drill steps, asking for help when needed, looking both ways before crossing the road, recognising traffic signals, and always wearing a seatbelt.

3. Curriculum Planning

1. Learning and Sharing Interesting Facts About Rotuma

- Principle:** Family and Community | Whanau Tangata
- Strand:** Belonging | Mana Whenua
- Goal:** Tamariki experience an environment where they experience the stories and symbols of their own and other cultures.
- Objective:** Tamariki will learn and share interesting facts about Rotuma, including its people, culture, history, geography, and values, to understand what makes it special.

Planned Learning Experience:

- a) Raho and the Island of Rotuma
- b) Rotuma on the Map – Island Exploration and Geography Play
- c) Fara Festival – Dance, Dress, and Celebration

2. Recognising Unsafe Situations and Learning Protective Actions

- Principle:** Relationships | Ngā Hononga
- Strand:** Wellbeing | Mana Atua
- Goal:** Tamariki experience an environment where their health is promoted and they are kept safe from harm.
- Objective:** Tamariki will learn to recognise situations that might not be safe and what to do to keep themselves protected.

Planned Learning Experience:

- a) Safe or Not? – Interactive Safety Sorting Game
- b) My Safety Circle – Knowing Who to Trust
- c) Stop, Think, Act – Safety Role Play and Movement Game

3. Practising Everyday Safety and Emergency Responses

- Principle:** Holistic Development | Kotahitanga
- Strand:** Wellbeing & Exploration | Mana Atua & Mana Aotūroa
- Goal:** Tamariki experience an environment where their health is promoted and they develop working theories for making sense of the world.
- Objective:** Tamariki will learn how to keep themselves and others safe by knowing what to do in emergencies and practising everyday safety rules.

Planned Learning Experience:

- a) What Should I Do? – Emergency Role Play and Response Practice
- b) Safety Stars – Everyday Rules and Responsibility Chart
- c) Be Ready! – Emergency Kit Exploration and Safety Walk

4. Connections to Curriculum

The focus on cultural learning and physical safety aligns strongly with the principles and strands of *Te Whāriki* and the cultural competencies outlined in *Tapasā*. Together, these frameworks support tamariki in becoming confident, safe, and culturally grounded learners (Ministry of Education, 2017; Ministry of Education, 2018).

1. Learning and Sharing Fun Facts About Rotuma

Te Whāriki: Supports the development of *Belonging (Mana Whenua)* by encouraging tamariki to engage with stories, traditions, and values from diverse cultures. Exploring Rotuma's culture, history, geography, and values nurtures a sense of identity and connection to wider communities.

Tapasā: Promotes cultural responsiveness by encouraging educators to affirm Pacific identities. Sharing facts about Rotuma helps tamariki recognise and respect cultural traditions, strengthening their understanding of relationships and shared heritage.

2. Recognising Unsafe Situations and Learning Protective Actions

Te Whāriki: Aligns with *Wellbeing (Mana Atua)* and the principle of *Relationships (Ngā Hononga)*. Tamariki learn to identify risks and develop strategies to keep themselves and others safe, fostering emotional and physical security.

Tapasā: Supports respectful and collaborative relationships. Educators guide tamariki to communicate safety concerns confidently and navigate their environments with awareness, grounded in culturally relevant contexts.

3. Practising Everyday Safety and Emergency Responses

Te Whāriki: Connects with *Wellbeing (Mana Atua)* and *Exploration (Mana Aotūroa)*. Tamariki develop working theories about how to respond in emergencies and practise everyday safety rules, building resilience and independence.

Tapasā: Encourages culturally responsive teaching of practical safety knowledge. Whether learning first aid, emergency procedures, or road safety, tamariki are supported to understand and apply safety practices in ways that reflect Pacific values and collective care.

5. Assessment and Evaluation

Kaiko can record and track tamariki's understanding of My Physical Safety 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 helpful facts for kaiako on supporting tamariki to keep themselves and others safe. Educators and whānau can guide tamariki in identifying hazards, practising first aid, following emergency steps, and understanding road safety. These lessons build confidence and strengthen their connection to their whānau and community. More details on Rotuman people, culture, values, and safety can be found Section 10: Island Nation Spotlight - Key Facts about Rotuma.

1. Learning and Sharing Fun Facts About Rotuma

- **Cultural Awareness:** Rotuma is a culturally rich island with influences from Polynesian, Micronesian, and Melanesian traditions.
- **Geography:** Located approximately 500 kilometers north of Fiji, Rotuma is known for its volcanic origins and lush, tropical landscapes.
- **Values and Traditions:** Rotuman society places a strong emphasis on community, respect, and traditional ceremonies, which are integral to their way of life.

2. Recognising Unsafe Situations and Learning Protective Actions

- **Awareness of Hazards:** Tamariki should know how to spot things that might be dangerous, like sharp tools, hot surfaces, or busy roads. This helps them make safer choices.
- **Preventive Actions:** It's important for tamariki to know that if they feel unsure or unsafe, they should ask a trusted adult for help. This keeps them protected and builds confidence.

3. Practising Everyday Safety and Emergency Responses

- **Minor Injuries:** Tamariki should know how to clean and bandage small cuts and bruises. This promotes self-care and helps them feel more confident in managing minor injuries.
- **Staying Calm:** It's helpful for tamariki to learn how to stay calm when something goes wrong and to find an adult who can help.
- **Emergency Procedures:** Tamariki should know what to do in emergencies, like during a fire—stay low to avoid smoke, follow escape routes, and practise drills regularly.
- **Calling for Help:** Tamariki should learn how to call 111 in New Zealand and what to say, like their name and location. This can help emergency services respond quickly.
- **Road Safety:** Tamariki should know to stop, look, and listen before crossing the street, use pedestrian crossings, wait for the green light, and always wear a seatbelt in the car.

7. Information to share with Parents and Caregivers

Guiding Your Child's Physical Safety Journey

Helping your child learn about physical safety is an important part of their growth and independence. At this age, tamariki are becoming more aware of their surroundings and how to keep themselves safe. As parents and caregivers, you play a key role in teaching them to recognise risks, respond to emergencies, and build safe habits.

Through everyday experiences and guidance, you can support their confidence in navigating different spaces while ensuring they feel secure and prepared.

Family Contributions

Helping tamariki build confidence in staying safe is an important part of their growth. Here are some simple ways to support their learning:

- 1. Explore Rotuma Together** – Share stories, songs, and traditions from Rotuma to deepen cultural understanding. Look at photos or read about its history, geography, and values.
- 2. Practise Safety Skills** – Use role-playing to help tamariki recognise risks and make safe choices. Act out scenarios like crossing the road, responding to emergencies, or asking for help.
- 3. Learn Basic First Aid** – Show tamariki how to care for small cuts and bruises. Make a simple first aid kit together and practise using it.
- 4. Prepare for Emergencies** – Teach tamariki what to do in a fire drill and how to call emergency services. Make a contact list and practise what to say in an emergency.
- 5. Understand Road Safety** – Walk through the neighbourhood and point out traffic signals, pedestrian crossings, and safe places to walk. Reinforce safety rules through real-life practice.

8. Professional Development

Helping tamariki develop key safety skills starts with building your own knowledge and confidence as a kaiako. Professional development can strengthen your understanding of physical safety while providing effective ways to teach it.

- **Explore Rotuman Culture** – Attend workshops or use online resources to learn about Rotuma’s history, geography, and values, helping tamariki connect with their cultural identity.
- **Improve Safety Awareness** – Take part in safety training courses or child development workshops to support tamariki in recognising risks and making safe choices.
- **Learn First Aid Skills** – Get first aid certification or join educator-focused workshops to teach tamariki how to manage minor injuries and seek help.
- **Prepare for Emergencies** – Join emergency preparedness workshops or practise simulation drills to help tamariki understand fire drills and emergency responses.
- **Teach Road Safety** – Engage in road safety programmes or use interactive tools to make learning about pedestrian rules and traffic signals practical and engaging.

9. Health and Safety Guidelines

Aotearoa's New Zealand's Early Childhood Education (ECE) health and safety regulations ensure tamariki are protected while learning essential safety skills. Below are the key regulations that apply to specific learning outcomes:

1. Learning and Sharing Fun Facts About Rotuma

- **Education (Early Childhood Services) Regulations 2008 – Regulation 46**
Requires services to promote children's wellbeing and identity through safe, inclusive environments.
- **HS12 – Hazard and Risk Management**
Ensures learning spaces are culturally safe and welcoming, allowing tamariki to explore diverse identities like Rotuman culture confidently.

2. Recognising Unsafe Situations and Learning Protective Actions

- **Regulation 46 – Health and Safety Practices Standard:** Requires services to prevent accidents and manage hazards through daily checks and safe environments.
- **HS12 Hazard and Risk Management** – Daily checks of equipment, premises, and facilities must be carried out. Hazards must be eliminated, isolated, or minimised.
- **Documented Risk Management System** – Centres must maintain records of hazards and incidents to inform safety planning and teaching tamariki how to identify and avoid unsafe situations.

3. Practising Everyday Safety and Emergency Responses

Basic First Aid Skills

- **HS25 – First Aid Requirements:** Centres must have a fully stocked first aid kit and at least one staff member per 25 children with a current first aid qualification, refreshed every two years.
- **Incident Management Procedures:** Services must maintain records of injuries and illnesses, supporting tamariki to learn basic first aid and self-care.
- **HS18 – Travel by Motor Vehicle:** Tamariki must use age-appropriate restraints (car seats or seat belts) when travelling. Road safety education must include recognising traffic signals and safe crossing practices.

Emergency Procedures

- **HS4 – Fire Evacuation Scheme:** Centres must have an approved fire evacuation plan.
- **HS8 – Emergency Drills:** Fire, earthquake, and other emergency drills must be practised at least every three months. Tamariki learn what to do in emergencies through regular practice.
- **Emergency Management Plan:** Centres must have a documented emergency plan including evacuation procedures, emergency contacts, and supplies.

Road Safety and Excursions

- **HS17 – Excursions:** Educators must assess risks before outings and ensure tamariki are supervised and safe. Written parental permission is required.

10. Island Nation Spotlight: Key Facts About Rotuma

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.

One well-known legend from Rotuma is the story of **Raho**, a powerful figure in Rotuman mythology. According to the legend, Raho was a giant who created the island of Rotuma by carrying a piece of land on his back from Samoa. He placed it in the ocean, and it became the island of Rotuma.

2. Animal / Puppet

One culturally significant animal from Rotuma is the **turtle**. In Rotuman mythology, turtles are often featured in legends and are considered sacred. For example, the legend of the Turtle and the Shark tells of a turtle that transformed from a human to protect its people.

Turtles are not only important in myths but also play a role in traditional ceremonies and are respected within the community. Their presence in Rotuman culture highlights the deep connection between the people and their natural environment.

3. Landmarks

- **Ahau:** The capital of Rotuma and the seat of the island council. It is a central hub where you can visit government buildings, the market, the church, and the museum.
- **Motusa:** The largest village on the island and the site of the airport. It features traditional houses, beautiful gardens, and a scenic beach.
- **Mofmanu Beach:** The main beach on the island, located near Motusa. It's a popular spot for swimming, snorkelling, surfing, and sunbathing.
- **Itu'ti'u District:** The largest district on Rotuma, covering the eastern part of the island. It includes several villages, hills, and forests to explore.
- **Savlei:** A village in the Itu'ti'u district known for its pottery. You can watch local artisans create clay pots and purchase some as souvenirs.

4. Famous People

- **Daniel Rae Costello** – A Fijian-born musician of Rotuman descent, celebrated for his contributions to Pacific music (17 June 1961 – 22 July 2019).
- **Elizabeth Kafonika Makarita Inia** – Born in Savlei, Rotuma she was the first Rotuman woman to be professionally trained and certified as a teacher.
- **Sapeta Taito** – An actress best known for her role in the film *The Land Has Eyes*, which showcases Rotuman culture and identity.

5. Common phrases

Hello *Noa'ia*

Goodbye *Tiu 'ata ma*

Thank you *Faiäksia*

How are you? *Ka 'äe taptapen?*

Please? *Figalelei?*

6. Cultural artefacts

- **Kava Bowl (Tanoa):** Used in traditional kava ceremonies, these bowls are intricately carved and hold significant cultural importance. Kava ceremonies are central to social and ceremonial gatherings.
- **Mats (Fala):** Handwoven mats made from pandanus leaves are used in various ceremonies, including weddings and funerals. They are often given as gifts and are a symbol of respect and honour.
- **Pottery:** Traditional Rotuman pottery, especially from the village of Savlei, is known for its unique designs and craftsmanship. These pots are used for cooking and storage.
- **Tapa Cloth (Siapo):** Made from the bark of the mulberry tree, tapa cloth is decorated with intricate patterns and used in ceremonies and as clothing.
- **War Clubs and Spears:** Historically, these weapons were used in conflicts and are now valued as cultural artifacts that represent the island's warrior heritage.
- **Shell Ornaments:** Shells are used to create necklaces, bracelets, and other ornaments that are worn during traditional dances and ceremonies.

7. Cultural practices

- **Weaving:** Weaving is a significant cultural practice in Rotuma. Woven items, such as mats (fala) and baskets, are often gifted during ceremonies and are a symbol of respect and honour.
- **Body Decoration:** Rotumans have a rich tradition of body art, including tattoos and other forms of body decoration. These decorations often showcase cultural identity and personal achievements.
- **Kava Ceremonies:** Kava, a traditional drink made from the root of the kava plant, plays a central role in social and ceremonial gatherings. The preparation and consumption of kava are accompanied by specific rituals and protocols.
- **Traditional Dance and Music:** Dance and music are integral to Rotuman culture. Traditional dances, often performed during festivals and ceremonies, are accompanied by songs and chants that tell stories of the island's history and legends.
- **Festivals:** Rotuma celebrates several unique festivals that highlight its customs and community spirit. These festivals often include traditional games, dances, and feasts.
- **Ceremonial Exchanges:** Ceremonial exchanges, known as "mamasa," are important in Rotuman culture. These exchanges involve the giving and receiving of gifts, such as mats, tapa cloth, and food, to mark significant events like weddings, funerals, and other communal gatherings.

8. Easy songs to learn

[Pasifika Beatz Rotuman 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 Rotuman songs designed especially for young children. Each song pairs well-known melodies with Rotuman 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:

1. Rotuman Welcome Song
2. Filo'u, Uma / Head, Shoulders (Rotuman)
3. Old MacDonald Had A Farm (Rotuman Animals)
4. Sah Kalkalu (Rotuman Shapes)
5. Fisi Is White (Rotuman)
6. Lima Little Ducks (Rotuman)
7. Rotuman Alphabet
8. Jesus Loves The Little Children (Rotuman)
9. I Can Sing A Rainbow (Rotuman)
10. My God Loves Me (Rotuman)

Access Song Resources:

- Action videos for each song are available on Whānau Āwhina Plunket's YouTube channel. [Watch the playlist here.](#)
- **Lyrics and More Info:** Visit the Loopy Tunes Preschool Music website. [Explore the songs here.](#)

9. Cultural attire

- **Titi:** This is a traditional skirt made from pandanus leaves, worn by both men and women during ceremonies and dances.
- **Tapa Cloth (Siapo):** Made from the bark of the mulberry tree, tapa cloth is used in various ceremonial attire. It is decorated with intricate patterns and designs.
- **Shell Ornaments:** Shells are used to create necklaces, bracelets, and other adornments that are worn during traditional events.
- **Woven Mats (Fala):** These mats are not only used for sitting but are also worn as part of traditional attire during important ceremonies.

10. Cultural food

- **Fekei:** A popular sweet pudding made from taro, coconut cream, and sugar. It's often enjoyed during festivals and special occasions.
- **Tahroro:** A savoury dish made from fermented fish and coconut. This dish has a unique flavour and is a staple in Rotuman cuisine.
- **Kava:** While not a food, kava is a traditional drink made from the root of the kava plant. It plays a central role in social and ceremonial gatherings.
- **Palusami:** A dish made from taro leaves filled with coconut cream and sometimes meat or fish, then wrapped and baked. It's a favourite at communal feasts.
- **Rotuman Pancakes:** These are similar to crepes and are often served with coconut syrup or fresh fruit.

11. Flag / Flag description

The flag of Rotuma, used during the brief period of attempted independence in 1987-1988, has a distinctive design. The flag features a yellow eight-pointed star and a yellow cross on a red background.

- **Eight-Pointed Star:** Represents the eight districts of Rotuma.
- **Yellow Cross:** Symbolises Christianity, which is a significant part of Rotuman culture.
- This flag was associated with the independence movement led by Henry Gibson, who declared Rotuma's independence from Fiji. However, the movement was short-lived, and Rotuma remains a part of Fiji.

12. Sports

Popular sports:

- **Rugby:** Rugby is a major sport in Rotuma, much like in other parts of Fiji. The island has produced notable rugby players who have represented Fiji at national and international levels.
- **Netball:** Netball is particularly popular among women in Rotuma. The sport is played widely, and Rotuman players have made significant contributions to Fiji's national netball teams.
- **Volleyball:** Volleyball is another favourite sport on the island. It is played both recreationally and competitively, with local tournaments being a common occurrence.
- **Traditional Games:** Traditional games and sports are also an important part of Rotuman culture. These include various forms of wrestling and other physical contests that are often featured during festivals and community gatherings.

13. Myths / legends specific to this island nation

- **The Legend of Raho:** Raho was a giant who created the island of Rotuma by carrying a piece of land from Samoa on his back and placing it in the ocean. This legend highlights the island's cultural connections and the importance of storytelling in preserving Rotuman heritage.
- **The Story of the Lonely Island:** This collection of legends, dictated by elders and translated into English, includes various tales that reflect the historical and social significance of Rotuma. These stories often revolve around themes of creation, leadership, and the relationship between humans and nature.

14. Proverb

- **Mao se 'a'an maj heta:** "Lose the taro but you will get it back." Said to encourage people not to count the cost when contributing to a task / venture, as it will return dividends in the end. Your good deeds will come back to you many times over.
- **Haina lū vāsu:** Women are unbreakable ropes. (Elizabeth Inia, <https://www.hawaii.edu/oceanic/rotuma/os/katoaga.htm>)

15. Other Facts

- **Geographic Location:** Rotuma is located about 640 kilometres north-northwest of Suva, Fiji. It is a volcanic island surrounded by eight smaller islets.
- **Cultural Heritage:** Rotuma is culturally distinct from the rest of Fiji, with strong Polynesian roots. The island's isolation has helped preserve its traditions and language, making it a Polynesian outlier.
- **Language:** The Rotuman language is unique and differs significantly from other Polynesian languages. It is an essential part of the island's cultural identity.

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11. Additional Resources

Here are some helpful resources to support teaching about Rotuma and the topic of Physical Safety. Please note that while many of these resources are freely available, some may require a purchase or subscription.

Government Resources

Te Whāriki – New Zealand Early Childhood

Curriculum: Guides inclusive and holistic learning through culturally grounded principles, supporting tamariki to grow in wellbeing, identity, and physical confidence within nurturing and safe environments. <https://tewhariki.tahurangi.education.govt.nz/>

Rotuman Language Week – Ministry for Pacific

Peoples: Provides free resources, events, and educational materials to celebrate and promote Rotuman language and culture across Aotearoa. <https://www.mpp.govt.nz/programmes-and-funding/pacific-languages/pacific-language-weeks/rotuman-language-week>

New Zealand Ministry of Education: Provides guidelines and resources for teaching safety in early childhood education, including emergency procedures and first aid.

- [Health and Safety Standards and Emergencies – Ministry of Education](#)

- [Body Care and Physical Safety.](#)

New Zealand Transport Agency (NZTA): Offers road safety education resources tailored for young children, including interactive activities and lesson plans. [Keeping Children Safe – NZTA](#)

Local Community Resources

New Zealand Rotuman Fellowship (NZRF):

Promotes Rotuman language, culture, and identity through community events, language classes, and cultural workshops. <https://nzrotumanfellowship.org.nz/>

Safekids Aotearoa: Safekids Aotearoa provides practical advice based on international research, local knowledge and mātauranga, to help keep children safe from serious injuries like falls, drowning and incidents on the road.

<https://www.starship.org.nz/safekids/>

Plunket New Zealand: Provides resources and support for child safety, including first aid and emergency preparedness.

[Caring for Your Child – Plunket](#)

Local Libraries: Many libraries offer free educational materials and workshops on various safety topics, including cultural education and first aid.

Centre for Pacific Languages – Rotuman Language

Courses: Offers free online Rotuman language courses for NZ residents, focusing on beginner language skills and cultural knowledge.

<https://centreforpacificlanguages.co.nz/courses/our-courses/faeagrotuamta/>

Other

Elizabeth Kafonika Makarita Inia: Author of *Fāeag 'es Fūaga: Rotuman Proverbs*, a collection of traditional Rotuman proverbs published in 1998 by the Institute of Pacific Studies at the University of the South Pacific. **Reference:** Inia, E. K. M. (1998). *Fāeag 'es Fūaga: Rotuman Proverbs*. Suva, Fiji: Institute of Pacific Studies, University of the South Pacific.

VOYAGE 7.1

Planned Learning Experience: Learning and Sharing Interesting Facts About Rotuma

a) Raho and the Island of Rotuma

Principle:	Family and Community Whanau Tangata
Strand:	Belonging Mana Whenua
Goal:	Tamariki experience an environment where they experience the stories and symbols of their own and other cultures.
Objective:	Tamariki will learn and share interesting facts about Rotuma, including its people, culture, history, geography, and values, to understand what makes it special.

Background:

This learning experience invites tamariki into the magical world of Rotuma through the legend of Raho—a giant who carried land from Samoa to create the island. By exploring this story, tamariki will begin to uncover what makes Rotuma special: its people, culture, geography, and values. Through storytelling, creative play, music, and shared reflection, children will build cultural awareness, celebrate Pacific heritage, and develop a sense of belonging and curiosity about the wider world. This experience supports kaiako in fostering inclusive, meaningful learning that connects oral tradition with identity and exploration. Note: All external websites and resources referenced are used solely for educational purposes; copyright remains with the original creators and rights holders.

Materials Needed:

- Storytelling props: Legend of Raho (printed or simplified), felt board or puppets, Pacific-themed mat
- Creative play: Cardboard bases, sand, shells, leaves, stones, blue fabric/paper, glue, scissors, markers
- Fact hunt: Laminated Rotuma images, simple fact cards, map or globe

- Music & movement: Rotuman music tracks, speaker, open space, optional dress-up items (lava-lava, leis)
- Sharing & documentation: Display board, camera/tablet, paper and pens
- Optional extensions: Ingredients for Pacific dish, cultural dress-up items, greeting/language posters

Activity Steps:

1. Whakarongo Mai – Story Time - Read or tell the legend of Raho using props or a felt storyboard. For example, see: [Rotuman-Educational-Resource-2021.pdf](#), [The Origin Story Of Rotuma - Samoa & Rotuma Connections](#) or [Raho](#). Use expressive voice and gestures to engage tamariki. Pause to ask: “What do you think Raho felt when he made Rotuma?” or “What would you name your own island?”

2. Tākarokaro – Sensory Island Creation - Tamariki create their own “islands” using natural materials (sand, shells, leaves, blue fabric for ocean). See: [Rotuma, A Polynesian Island Paradise in Fiji](#). Encourage them to name their island and describe who lives there. Link to Raho’s journey—“What would you carry on your back to make your island special?”

3. Tātai – Rotuma Fact Hunt - Display images of Rotuma (landscape, people, food, traditional clothing, flag). Use simple fact cards with visuals: “Rotuma is north of Fiji,” “People speak Rotuman and English,” “They love singing and dancing.” Tamariki match facts to pictures and share one thing they learned.

4. Kanikani – Movement & Music - Play Rotuman music and invite tamariki to move like waves, giants, or island birds. Introduce a simple Rotuman action song or chant (with support from a Rotuman community member if possible).

5. Whakapuaki – Sharing Circle - Tamariki share their island creations and one interesting thing about Rotuma. Kaiako document their words and display them with their artwork.

VOYAGE 7.1

Planned Learning Experience: Learning and Sharing Interesting Facts About Rotuma

b) Rotuma on the Map – Island Exploration and Geography Play

Principle:	Family and Community Whanau Tangata
Strand:	Belonging Mana Whenua
Goal:	Tamariki experience an environment where they experience the stories and symbols of their own and other cultures.
Objective:	Tamariki will learn and share interesting facts about Rotuma, including its people, culture, history, geography, and values, to understand what makes it special.

Background:

This learning experience invites tamariki to explore the geography of Rotuma through interactive map play and sensory activities. As they engage with tactile materials and visual prompts, tamariki will discover that Rotuma is a volcanic island with lush landscapes, surrounded by the Pacific Ocean and located far north of mainland Fiji. Through this exploration, they begin to understand how Rotuma's isolation and natural beauty shape its unique identity—fostering traditional lifestyles, a deep respect for nature, and strong community bonds. Note: All external websites and resources are used solely for educational purposes; copyright remains with the original creators and rights holders.

Materials Needed:

- Simple maps of Rotuma and the Pacific region
- Sand trays, water play tubs, toy boats
- Natural materials (leaves, stones, shells)
- Photos of Rotuman landscapes and villages

Activity Steps:

1. Set the Scene - Gather tamariki in a quiet space and introduce Rotuma using a large map of the Pacific. For example, [What are the Pacific Islands? - Answered - Twinkl Geography](#). Show where Aotearoa and Fiji are, then trace the journey north to Rotuma, e.g.

[Map of Rotuma](#) (click on Google Earth). Use photos of Rotuman landscapes and villages to spark curiosity and conversation. [Beautiful Rotuma Island](#) or [Rotuman-Educational-Resource-2021.pdf](#)

2. Sensory Island Building - Invite tamariki to create their own version of Rotuma using sand trays, water tubs, and natural materials. Encourage them to shape a volcanic island, add “lush” areas with leaves, and surround it with water and toy boats. Use descriptive language to support spatial and sensory learning (e.g., “This is the mountain in the middle,” “The ocean surrounds the island”).

3. Map Play and Inquiry - Offer simple maps of Rotuma and the Pacific region for tamariki to explore. Prompt questions like: “Why do you think people live near the coast?” or “How might the ocean help the people of Rotuma?” Support children to notice patterns, distances, and features.

4. Connect to Culture - Share a short story or traditional knowledge about Rotuman life, nature, or community. Invite tamariki to share stories from their own whānau or islands, making connections to their identities and experiences.

5. Reflect and Display - Take photos of the sensory islands and display them alongside the maps and children's comments. Reflect with tamariki: “What did we learn about Rotuma?” “How is it the same or different from where we live?”

VOYAGE 7.1

Planned Learning Experience: Learning and Sharing Interesting Facts About Rotuma

c) Fara Festival – Dance, Dress, and Celebration

Principle:	Family and Community Whanau Tangata
Strand:	Belonging Mana Whenua
Goal:	Tamariki experience an environment where they experience the stories and symbols of their own and other cultures.
Objective:	Tamariki will learn and share interesting facts about Rotuma, including its people, culture, history, geography, and values, to understand what makes it special.

Background:

This experience invites tamariki to take part in a mini Fara—a joyful Rotuman tradition of singing, dancing, and visiting. Dressed in traditional attire, tamariki learn simple dance steps and share facts about Rotuma with peers and whānau. Fara is a vibrant celebration of Rotuman identity, often held during festive seasons. Through this experience, tamariki express joy, deepen cultural understanding, and connect with values of togetherness, gratitude, and pride. Note: All external websites and resources are used solely for educational purposes; copyright remains with the original creators and rights holders.

Materials Needed:

- Rotuman-style costumes (sarongs, flower garlands, headbands)
- Music for Fara dance and singing
- Microphone or talking stick for sharing facts
- Display table with Rotuman crafts or photos

Activity Steps:

1. Welcome and Introduction - Gather tamariki and introduce the tradition of Fara—a Rotuman celebration of singing, dancing, and visiting. For example, see: [Fara](#) or [Rotuman Fara - Christmas on Rotuma Island \(2021\)](#). Show photos or crafts from

Rotuma and talk about festive gatherings and the meaning of togetherness, e.g. [Arts-through-the-lens-of-a-Rotuman_Fesaitu-Solomone.pdf](#)

2. Dress and Prepare - Help tamariki dress in Rotuman-style attire: sarongs, flower garlands, and headbands. See: [Rotuman Language Week: Far from home, Rotuman weaver keeps tradition alive | Stuff.co.nz](#) Set up the display table with Rotuman crafts or photos to create a festive atmosphere.

3. Learn Dance and Song - Play traditional Fara music and teach tamariki simple dance steps and lyrics such as [Jesus loves the little children \(Rotuman\)](#) Encourage joyful movement and group participation, celebrating rhythm and unity. For example, [Rotuman Boys on the beat. Faiäksia 'e Maka](#), or [Rotuma Day 2025 - Itumuta](#)

4. Share and Celebrate - Use a microphone or talking stick for tamariki to share facts about Rotuma with peers and whānau. Support children to speak confidently and respectfully, linking their learning to cultural pride.

5. Visit and Reflect - Organise a mini “visit” to other rooms or areas of the centre, singing and dancing as a group. Reflect together: “What did we enjoy?” “What did we learn about Rotuma and its people?”

VOYAGE 7.2

Planned Learning Experience: Recognising Unsafe Situations and Learning Protective Actions

a) Safe or Not? – Interactive Safety Sorting Game

Principle:	Relationships Ngā Hononga
Strand:	Wellbeing Mana Atua
Goal:	Tamariki experience an environment where their health is promoted and they are kept safe from harm.
Objective:	Tamariki will learn to recognise situations that might not be safe and understand what to do to keep themselves protected.

Background:

In this activity, tamariki play a sorting game using picture cards to identify safe and unsafe situations. They discuss what makes a situation unsafe and practise responses like asking for help, saying “no,” or moving away. This supports tamariki to build decision-making skills and self-protection strategies. Rooted in Rotuman values of fāega (respect) and ta (protection), the experience encourages tamariki to care for themselves and others with a sense of communal responsibility.

Note: All external websites and resources are used solely for educational purposes; copyright remains with the original creators and rights holders.

Materials Needed:

- Picture cards showing everyday scenarios (e.g., crossing the road, playing near water, talking to strangers)
- Two sorting mats: “Safe” and “Not Safe”
- Role play props (e.g., phone, backpack, sunhat)
- Visual cues with Rotuman words for “help,” “stop,” and “safe”

Activity Steps:

1. Introduce the Concept - Gather tamariki and introduce the idea of keeping ourselves and others safe. Show visual cues with Rotuman words for “help,” “stop,” and “safe,” and explain their meanings in simple terms.

2. Sorting Game - Lay out two mats labelled “Safe” and “Not Safe.” Present picture cards one at a time showing everyday scenarios (e.g., crossing the road, talking to strangers). See: [Safe or Unsafe? Sorting Cards](#) or [Safety Flash Cards | TPT](#). Invite tamariki to place each card on the mat they think it belongs to, encouraging discussion and reasoning.

3. Discuss and Reflect - For each card, ask guiding questions like: “What makes this safe or unsafe?” “What could we do in this situation?” Reinforce key safety strategies: asking for help, saying “no,” moving away, or telling a trusted adult.

4. Role Play Responses - Use props (e.g., phone, backpack, sunhat) to act out selected scenarios. Support tamariki to practise safe responses using the Rotuman words and gestures.

5. Group Reflection - Reflect together: “What did we learn about keeping safe?” “How can we help our friends stay safe too?” Affirm the values of fāega (respect) and ta (protection) as part of caring for our community.

VOYAGE 7.2

Planned Learning Experience: Recognising Unsafe Situations and Learning Protective Actions

b) My Safety Circle – Knowing Who to Trust

Principle:	Relationships <i>Ngā Hononga</i>
Strand:	Wellbeing <i>Mana Atua</i>
Goal:	Tamariki experience an environment where their health is promoted and they are kept safe from harm.
Objective:	Tamariki will learn to recognise situations that might not be safe and understand what to do to keep themselves protected.

Background:

In this activity, tamariki create a “Safety Circle” of trusted people they can turn to when feeling unsure or unsafe. By drawing pictures of family, teachers, and friends, and practising simple help-seeking phrases, tamariki learn that asking for support is a sign of strength. Rooted in Rotuman values of strong family and village ties, this experience reinforces that tamariki are surrounded by people who care for them and that trust and connection are key to wellbeing.

Note: All external websites and resources are used solely for educational purposes; copyright remains with the original creators and rights holders.

Materials Needed:

- Circle templates and drawing tools
- Photos or illustrations of trusted adults
- Storybooks about asking for help
- Gagana Rotuma phrases (e.g., “Fai’aki au!” – “Help me!”)

Activity Steps:

- 1. Introduce the Idea** - Gather tamariki and read a storybook about asking for help. For example, [How to Ask for Help: 4 Picture Books to Empower Children - Behavior Interventions for Teachers | The Responsive Educator](#); [Giraffe Asks For Help - A Story for kids about asking for help \(English Read Aloud Book for Kids\) - YouTube](#)
Talk about times when we might feel unsure or unsafe, and who we can turn to. Introduce the concept of a “Safety Circle”—trusted people who care for us.
- 2. Create the Circle** - Provide circle templates and drawing tools. Invite tamariki to draw pictures of their trusted adults—family members, teachers, friends. Offer photos or illustrations to support children who prefer visual prompts.
- 3. Practise Asking for Help** - Introduce simple help-seeking phrases, including Gagana Rotuma: “Fai’aki au!” – “Help me!” “Ta!” – “Stop!” “Noa’ia!” – “Hello!” (to build confidence in approaching others). Practise saying these phrases in pairs or small groups using gentle role play.
- 4. Share and Reflect** - Invite tamariki to share their Safety Circles with the group. Reflect together: “Who helps you feel safe?” “What can we do if we need help?”
- 5. Display and Affirm** - Display the Safety Circles in a shared space to celebrate trust and connection. Affirm Rotuman values of strong family and village ties, reinforcing that asking for help shows courage and care.

VOYAGE 7.2

Planned Learning Experience: Recognising Unsafe Situations and Learning Protective Actions

c) Stop, Think, Act – Safety Role Play and Movement Game

Principle:	Relationships Ngā Hononga
Strand:	Wellbeing Mana Atua
Goal:	Tamariki experience an environment where their health is promoted and they are kept safe from harm.
Objective:	Tamariki will learn to recognise situations that might not be safe and understand what to do to keep themselves protected.

Background:

In this learning experience, tamariki practise responding to unsafe situations through movement and role play, using a “Stop, Think, Act” approach. They learn to pause, assess, and make safe choices—whether at home, in the community, or during play. Rooted in Rotuman values of lotou (care) and fakamaoni (responsibility), this experience supports tamariki to respect their bodies, families, and community, while building confidence in their ability to make good decisions. Note: All external websites and resources are used solely for educational purposes; copyright remains with the original creators and rights holders.

Materials Needed:

- Traffic light visuals (red = stop, yellow = think, green = act)
- Scenario cards (e.g., lost in a shop, near deep water, someone offering a ride)
- Music and movement cues for transitions
- Rotuman symbols or motifs to decorate the game space

Activity Steps:

Introduce the Safety Sequence - Gather tamariki and introduce the “Stop, Think, Act” approach using traffic light visuals. For example, see: [Twinkle Traffic Light - Bryan & Bobby](#) or [Stop Think Act Impulse Control Song](#).

Explain each step with simple language and gestures:

- Stop – Pause and notice what’s happening.
- Think – Ask yourself: Is this safe? What can I do?
- Act – Make a safe choice (e.g., move away, ask for help).

Explore Scenarios - Present scenario cards one at a time (e.g., lost in a shop, near deep water). For example, [Dos and Don’ts | Safety Quiz for Kids with Real-Life Scenarios | What’s Safe? What Isn’t?](#) Invite tamariki to act out each situation using movement and role play. Use music and movement cues to signal transitions between scenarios.

Practise Responses - Pause after each role play to reflect: “What did we do?” “Was that a safe choice?” Encourage tamariki to use the traffic light visuals to guide their thinking. Reinforce safe actions like saying “no,” asking for help, or walking away.

Connect to Values - Introduce Rotuman symbols or motifs in the game space to represent lotou (care) and fakamaoni (responsibility). Discuss how making safe choices shows care for ourselves and others.

Reflect and Affirm: Gather tamariki to share what they learned: “What helps us stay safe?” “Who can we go to for help?” (See: [Safety Scenarios: Making Decisions](#)). Affirm that safety is part of respecting our bodies, families, and community.

VOYAGE 7.3

Planned Learning Experience: Practising Everyday Safety and Emergency Responses

a) What Should I Do? – Emergency Role Play and Response Practice

Principle:	Holistic Development Kotahitanga
Strand:	Wellbeing & Exploration Mana Atua & Mana Aotūroa
Goal:	Tamariki experience an environment where their health is promoted and they develop working theories for making sense of the world.
Objective:	Tamariki will learn how to keep themselves and others safe by knowing what to do in emergencies and practising everyday safety rules.

Background:

In this learning experience, tamariki practise responding to emergency scenarios through role play, learning how to call for help, stay calm, and follow safety steps in situations like fire, injury, or getting lost.

Rooted in Rotuman values of fāega (respect) and ta (protection), this experience helps tamariki understand that keeping themselves and others safe is part of caring for their village and whānau—reinforcing collective responsibility, calm leadership, and confidence in times of need. Note: All external websites and resources are used solely for educational purposes; copyright remains with the original creators and rights holders.

Materials Needed:

- Scenario cards (e.g., fire alarm, someone hurt, lost in a shop)
- Toy phone or cardboard phones
- Visual cue cards with emergency steps
- Rotuman phrases for help and safety (e.g., “Fai’aki au!” – “Help me!”)

Activity Steps:

1. Introduce the Concept - Gather tamariki and talk about different emergencies (e.g., fire, injury,

getting lost). For example, see: [What Does it Mean to be Safe? | Books Read Aloud for Kids](#), [#safetyrulesforkids](#) or [Rapid Responders Read Along | Ages 4-7 Storytime | Finn’s Fun Trucks](#). Use scenario cards to spark discussion: “What would you do?” “Who could help?” Introduce Rotuman phrases like “Fai’aki au!” (“Help me!”) and explain their meaning.

2. Explore Emergency Steps - Show visual cue cards with simple emergency steps: 1. Stay calm; 2. Call for help; 3. Follow safety instructions. Practise each step together using gestures and repetition.

3. Role Play Scenarios - Set up mini role play stations using toy phones and props. Present one scenario at a time (e.g., fire alarm goes off). Support tamariki to act out what they would do—calling for help, staying calm, and following steps.

4. Reflect and Reinforce - After each role play, reflect together: “What helped us stay safe?” “How did we help others?” Reinforce that keeping safe is part of caring for our bodies, our friends, and our whānau.

5. Celebrate Leadership - Acknowledge tamariki who showed calm leadership or helped others. Display emergency steps and Rotuman phrases in the learning space to support ongoing learning.

VOYAGE 7.3

Planned Learning Experience: Practising Everyday Safety and Emergency Responses

b) Safety Stars – Everyday Rules and Responsibility Chart

Principle:	Holistic Development Kotahitanga
Strand:	Wellbeing & Exploration Mana Atua & Mana Aotūroa
Goal:	Tamariki experience an environment where their health is promoted and they develop working theories for making sense of the world.
Objective:	Tamariki will learn how to keep themselves and others safe by knowing what to do in emergencies and practising everyday safety rules.

Background:

Tamariki will help create a “Safety Stars” chart to highlight everyday safety rules in the centre—such as washing hands, walking indoors, using tools safely, and caring for others. As they practise these behaviours, tamariki earn stars and celebrate their contributions to a safe, respectful environment. Rooted in Rotuman values of fakamaoni (responsibility) and lotou (care), this experience teaches tamariki that everyday safety is part of respecting themselves, their surroundings, and their community. Note: All external websites and resources are used solely for educational purposes; copyright remains with the original creators and rights holders.

Materials:

- Chart paper and markers
- Star stickers or stamps
- Illustrated safety rule cards
- Rotuman symbols or motifs to decorate the chart

Activity Steps:

- 1. Introduce Everyday Safety** - Gather tamariki and talk about what it means to be safe at the centre. For example, see: [Poster – School Rules “Show Me Five” - The Incredible Years](#). Use illustrated safety rule cards to prompt discussion (e.g., “Why do we walk inside?” “How do we care for others?”).
- 2. Create the Safety Stars Chart** - Provide chart paper and markers. Write a heading like “Our Safety Stars.” Invite tamariki to help list or draw everyday safety rules. Decorate the chart with Rotuman symbols or motifs to reflect shared values.
- 3. Practise and Reinforce** - Role play selected safety rules (e.g., washing hands, using tools safely). Encourage tamariki to notice and practise these behaviours throughout the day.
- 4. Earn and Celebrate Stars** - Use star stickers or stamps to acknowledge tamariki when they demonstrate safety and care. Celebrate contributions with positive feedback and group recognition.
- 5. Reflect and Display** - Reflect together: “How do our actions help keep everyone safe?” “What does it mean to be a Safety Star?” Display the chart in a visible space to reinforce ongoing learning and pride.

VOYAGE 7.3

Planned Learning Experience: Practising Everyday Safety and Emergency Responses

c) Be Ready! – Emergency Kit Exploration and Safety Walk

Principle:	Holistic Development Kotahitanga
Strand:	Wellbeing & Exploration Mana Atua & Mana Aotūroa
Goal:	Tamariki experience an environment where their health is promoted and they develop working theories for making sense of the world.
Objective:	Tamariki will learn how to keep themselves and others safe by knowing what to do in emergencies and practising everyday safety rules.

Background:

Tamariki will explore what is in an emergency kit and take part in a safety walk around the centre. They learn about essential items like water, torches, first aid supplies, and safe meeting spots, while discussing how Rotuman families prepare for storms and natural events like cyclones. Rooted in the value of tausi te lalolagi (caring for the land and environment), this experience helps tamariki understand that being prepared is part of protecting loved ones and honouring the resilience of their community and culture.

Note: All external websites and resources are used solely for educational purposes; copyright remains with the original creators and rights holders.

Materials:

- Sample emergency kit (water bottle, torch, bandages, whistle)
- Safety walk checklist (e.g., exits, meeting point, hazards)
- Photos of Rotuman homes and emergency preparations
- Drawing tools to create their own “Be Ready” posters

Activity Steps:

1. Introduce the Concept of Preparedness - Gather tamariki and show photos of Rotuman homes and how families prepare for storms or cyclones. For example, see: [Learn about storms — Get Ready \(NZ Civil Defence\) — Emergency preparedness in New Zealand.](#)

Discuss why being prepared is important, especially on islands like Rotuma. Introduce the value of tausi te lalolagi—caring for the land, people, and shared spaces.

2. Explore the Emergency Kit - Present the sample emergency kit and invite tamariki to explore each item (e.g., water bottle, torch, bandages, whistle). For example, see: [Easy Read Work out what supplies you need - Information Doc - English - October 2023](#)

Talk about what each item is for and when it might be needed. Encourage tamariki to share what they might include in a kit at home.

3. Safety Walk Around the Centre - Use the safety walk checklist to guide tamariki around the centre. Point out exits, safe meeting spots, and any potential hazards. Encourage tamariki to ask questions and share observations.

4. Create “Be Ready” Posters - Provide drawing tools and invite tamariki to create posters showing what to include in an emergency kit or how to stay safe. Support them to label items or use symbols, and include Rotuman motifs if appropriate.

5. Reflect and Share - Gather as a group to share posters and reflect: “What helps us feel ready?” “How do we care for our whānau and community in an emergency?” Reinforce that being prepared is a way of showing care and responsibility.