

# HOW MĀUI GOT HIS NAME.

## Activity sheet

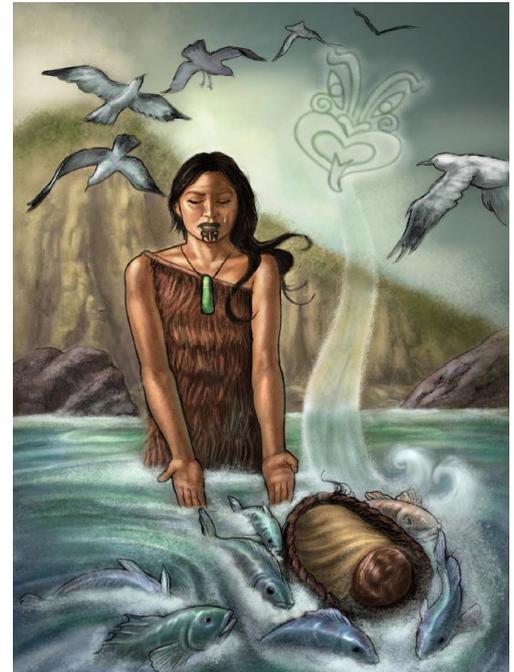
This story can be used to develop workshops around a number of different themes.

For example:

- self-awareness
- the importance of whānau
- overcoming obstacles
- goal setting.

Here is an example of how you can develop a workshop around this kōrero pūrākau.

Remember, it is important to have a clear idea of the objective of your workshop.



### Workshop example

The objective of this goal-setting workshop is to generate discussion amongst the students about the importance of goal setting to their future pathways.

#### Key messages to convey to the students:

- Having goals will help you know where you are going in life
- Focus your efforts on what is important and not on what is irrelevant, or a distraction.

#### Years 7–8 or Tau 7–8

Students work in pairs, and have five minutes to discuss the goal or goals that Māui set for himself in the story. Then get students to list some of the obstacles Maui had to overcome to reach his goals. Ask students what do they need to reach their goals? When each pair has finished, bring the students together again and invite them to share what they discussed with the class. To finish up this activity, invite students to share some of their goals with the class – they could be goals for the week, for the year, or longer-term goals looking at their future career pathways.

#### Year 9–11 or Tau 9–11

Students need to make the link between values or what's important to them and their goals. Get students to develop a mind map with VALUES or UARA in a circle at the centre. They should write or draw around the circle the things that are important to them and their whānau. Their individual values might be different to their whānau values. Once they have identified their values they will then identify their life and career goals. Use a mind map to write their GOALS or WHĀINGA. Their goals should align with their values.

## Years 12–13 or Tau 12–13

Knowing your strengths and weaknesses is an important part of goal setting. Get the students to work in pairs to discuss the strengths that Māui exhibited in the story. Once they have done that, get them to write down what they consider are their own strengths on a piece of paper and then their weaknesses. Then in pairs again, get the students to tell each other what they think their partner's strengths are. They might find that their partner may be able to identify strengths that they didn't even realise they had. As an extension of this exercise, encourage the students to interview whānau members about what they think their strengths and weaknesses are.

### Language support – Hei reo āwhina

Teachers in Māori medium can use this section to help them engage with their students about the particular example activities provided.

It's important to have a burning desire to achieve your goals.

Me minamina nui anō kia ea i a koe ō whāinga.

Believe in yourself.

Me whakapono ki a koe anō.

Believe in your ability to succeed.

Me whakapono anō ahakoa te mahi, ka taea tonutia e koe.

It's important to have good self-esteem.

Kia pai, kia arotau anō ōu whakaaro mōu ake.

Be confident in yourself.

Kia māia tonu tō tū.

Be disciplined.

Me ū koe ki te ara tika.

Stick to the rules you have set for yourself.

Me ū ki ngā ture kua whakaritea e koe māu anō.