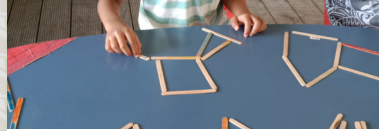


LANGUAGE
DEVELOPMENT

Speaking, using body language, communicating and understanding what others say, learning to use symbols for reading and writing.

THINGS TO DO

- ▶ **Talk** to your child about everyday activities.
- ▶ **Read together** story books for 10 mins each day
- ▶ **Make letters** and talk about objects that begin with that letter
- ▶ Listen to a variety of **Niue songs** (old/new)
- ▶ **Sing and dance** to Niue rhymes and poems
- ▶ Make **picture cards**
- ▶ Play word/picture **bingo**
- ▶ Talk about **symbols** – road signs, tapa print, village names, danger signs, mathematical signs etc.
- ▶ Visit the **Niue Museum**

COGNITIVE
DEVELOPMENT

Learning, understanding, problem solving, remembering. Cognitive development is affected by curiosity, interest, initiative, persistence and creativity.

THINGS TO DO

- ▶ Make **puzzles** using cardboard paper
- ▶ **Collect objects** in the garden or at the sea and arrange in colours, shapes and sizes.
- ▶ Play **card games**
- ▶ **Counting activity** – in the car, at the market, doing the washing, in the kitchen
- ▶ **Floating and sinking activity** using objects around the house
- ▶ **Cooking/baking time** – talk about texture, chemical reaction
- ▶ Go on a **Reef Walk**, learn about the sea, why we need to look after and protect it for the future

PHYSICAL
DEVELOPMENT

Growth and healthy body, as well as gross motor control over large muscles such as legs and arms, and fine motor control over hands and fingers.

THINGS TO DO

- ▶ **Treasure hunt / Amazing race** in the neighbourhood
- ▶ 30 day **weight loss challenge** with families or neighbourhood
- ▶ Go for a **swim** together
- ▶ **Nature walk** – roadside or bushwalk, backyard
- ▶ Go **fishing** at the wharf
- ▶ **Health Circuit** in the home or with friends
- ▶ Pick up **rubbish day** in the community or sea track
- ▶ Play **Niue cricket**
- ▶ Participate in **Village sports** – volleyball, soccer, netball, rugby, darts, softball, touch, tag
- ▶ Share different **childhood cultural sports** with families or neighbourhood

SOCIAL EMOTIONAL
DEVELOPMENT

Interacting with others, having relationships with family and friends, cooperating, responding to feelings of others, and developing a positive self-concept.

THINGS TO DO

- ▶ **Smile, hug** and caress child
- ▶ Give **praise** for what child manages to do
- ▶ Organise **social outings** with friends and family
- ▶ Encourage **independence**
- ▶ Establish **routines**
- ▶ **Visit** friends and family
- ▶ Encourage child to **express own feelings**
- ▶ **Picnic** with friends and families
- ▶ **Karaoke** night
- ▶ **Father/Daughter** evening
- ▶ **Mother/Son** evening
- ▶ Open fire evening with marshmallows and **traditional story telling**
- ▶ Participate in **reading groups, village dance groups**

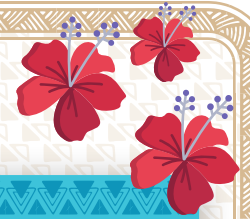
SPIRITUAL AND
CULTURAL
DEVELOPMENT

Culture is the fundamental building block of identity. Families hand down beliefs, attitudes and ways of acting. These come from one's ethnic, regional and religious heritage. From these, children develop a sense of self.

THINGS TO DO

- ▶ Go to **Village showdays, Marine days**
- ▶ Attend **Family History** evening
- ▶ Go to **church**
- ▶ Attend **Sunday school**
- ▶ Have a **string band evening** singing and dancing local songs
- ▶ **Fun cultural day** playing with coconut fronds and other crafts
- ▶ **Fun Day at the bush** – planting taro, tapioca, vegetables, pull the weeds
- ▶ **Family outdoor cooking** - coconut lollies, Niue pancake, sausage sizzles
- ▶ Make an **underground oven (umu)** feast
- ▶ Go **uga baiting and hunting**
- ▶ Go **kalahimu** catching

GAMES TO PLAY WITH YOUR CHILD



GAME 1

MAMA / PAPA SAYS (SIMON SAYS....GAME)

INSTRUCTIONS

1. If I say "**Mama**/Papa says touch your ears", you touch your ears. If I say, "touch your knees and you touch your knees." I'm sorry to say "You are out because I did not say "**Mama**/Papa says touch your knees"
2. If you are out you have to sit down and wait until the game finishes with just one person left standing who is the winner. Then you can try again on the next round.
3. Let's practise first before we start, you have to listen very carefully to what the caller say's. Let's play!
 - a. "**Mama**/Papa says touch your head."
 - b. "**Mama**/Papa says open you're your mouth."
 - c. "**Mama**/Papa says touch your chin."
 - d. "Close your eyes." (If anyone closes their eyes tell them they are out because "I didn't say Mama/Papa says!")
 - e. "**Mama**/Papa says show me three fingers?"
 - f. "Touch your nose." (If anyone touches their nose tell them "I didn't say Mama/Papa says!")
 - g. Your turn now to say "**Mama**/Papa says" You can start slowly and then fast to make it fun.
4. **Look, Listen and Understanding are very important Learning Skills.** You can add other instructions like 'stand on one foot' to make it challenging....etc

GAME 2

LET'S PLAY 'ONCE UPON A TIME....'

INSTRUCTIONS

1. Say: We are going to make our own story. (Ask the child what our story will be about.). I will start the story with 'Once upon a time..... and then you will help me continue it to see what happens in the end.
2. Let's start:
 - a. Say: "Once upon a time there was a flying fox living in the forest and his name was (XXXXX)"
 - b. Say: "what do you think happened next?"
 - c. Invite your child to continue the story with a sentence to two.
 - d. You continue the story after the child
 - e. Then say, "What do you think happened next?"
 - f. Invite your child to continue the story until you come to an ending.
3. Repetition is very important. Keep sharing with your child and they will learn to be creative thinkers and enjoy telling fun stories.



GAME 3

CAN YOU HELP ME?



INSTRUCTIONS

1. Say: I need help remembering what I saw at my Village Showday? Can you help me?
2. Questions: What did you see? (give time for the child to think and answer before asking the following questions)
 - a. Did you see any coconuts at the showday?
 - b. Did you see bananas at the showday?
 - c. Did you see taros at the showday?
 - d. Did you see ugas at the showday?
 - e. What else did you see at the showday?
 - f. Did you have a stall where you sold your food at the showday?
 - g. What did the people give you before you gave them food? (money)
 - h. Was it fun going to the showday? Why?

Now! Do you remember what you saw and did at the showday?



Always give time for your child to think and share.



PARENTING CARD

CHILD DEVELOPMENT MILESTONES



LANGUAGE DEVELOPMENT

ABC

2-3
years

- Repeats phrases they hear
- Points to common objects when named
- Asks questions
- Begins to use language to express idea/feeling
- Recites short poems
- Names colours

3-4
years

- Converses with others; recounts events that happened during day
- Remembers songs
- Knows shapes and colours
- Follows series of two related directions



4-5
years

- Speaks in sentences; uses many words
- Can name what they see
- Speaks clearly
- Knows above, below, in front of
- Counts to five
- Likes to say poems and sing songs
- Asks "When?" "How?" and "Why?" questions



COGNITIVE DEVELOPMENT



- Knows colours
- Knows difference between large and small
- Loves to pretend and imitates animals
- Grasps categories such as 'chicken' and 'dog'
- Can make simple choices



- Can match like objects; sorts by colour or size
- Knows purpose of objects
- Understands sentences with time concept
- Uses pretend play
- Asks, "Why?"
- Understands some number concepts

- Orders objects large to small
- Knows first and last
- Knows more or less
- Understands opposites
- Engages in elaborate, dramatic play
- Draws pictures to represent objects
- Can tell full names
- Up to 15-minute attention span

PHYSICAL DEVELOPMENT



- Jumps over objects and walks on tiptoe
- Throws and kicks ball
- Likes to help dress and undress self
- Washes hands without help
- Pours sand from one container to next
- Draws a circle and rolls clay
- Opens jars, turns screws, objects
- Turns book pages and Feeds self

- Walks on toes and can jump forward
- Can throw and receive ball
- Balances on one foot
- Begins to dress self
- Holds crayon or pencil correctly
- Can draw figures; crosses and circles
- Can tear paper and build a tower of blocks

- Hops on one foot
- Walks along a line
- Can kick ball in a direction
- Walks up and down stairs, but brings feet together on each step
- Can string objects and copy draw
- Can cut along a line and wash own hands
- Can print a few letters



SOCIAL EMOTIONAL DEVELOPMENT



- Displays affection
- Plays happily alone but likes audience
- Plays beside other children, not with
- Loves small chores
- Understands instructions and begins to test authority



- Beginning to play with other children
- Learning to share
- Shows first signs of sympathy
- Asks for help
- Uses toilet independently
- Helps with small household tasks

- Shows emotion
- Puts objects away
- Can dress with a little help
- Plays cooperatively with peers
- Can share and take turns
- Identifies with own gender

GAMES TO PLAY WITH YOUR CHILD

LANGUAGE DEVELOPMENT

WHAT IS MY NAME?

YOU WILL NEED

- White cardboard (use A4 card and cut in half)
- Small pieces of cardboard
- Coloured markers

INSTRUCTIONS

1. Take one piece of white cardboard.
2. Write your child's name on the cardboard with upper case for the first letter and then the rest lower case.
3. Now, count the letters in your child's name and take as many small pieces of paper as there are letters in the name.
4. Write your child's name again, by writing each letter on one of the pieces of paper.
5. Mix up the letters on the small cards.
6. Say: "Let's try to match these letters with the letters on the cardboard that spell their name."
7. Repeat by mixing the letters again. This time sound out the letters your child selects and help them repeat the letter sound.
8. Extend the activity by creating for other family members.



COGNITIVE DEVELOPMENT

HOW MANY IN MY FAMILY?

YOU WILL NEED

- Several brown coconuts or any interesting objects around your backyard of different sizes that represent your family members.

INSTRUCTIONS

1. "We are going to practice counting everyone in our family. **Who is in our family?** Let's count everyone using the brown coconuts."
2. Help our child identify all the family members and help count the total.
3. "**How many in our family?** Let's count, one, two, three..." (Say and touch each coconut as you count).
4. "**Who is the tallest?** (give time for your child to look, observe and think) **Who is the smallest?**"
5. Give challenging questions, like:
How many girls in our family including mum?
How many boys in our family including dad?
How many have long hair/short hair
What can you tell me about your mum/dad
What can you tell me about your brother/Sister other family members living in your home.

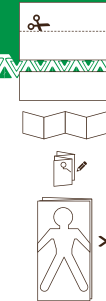
You can also add other questions to challenge their critical thinking. E.g. If dad and John went to the bush, how many are still at home?

PHYSICAL DEVELOPMENT

MAKING MY PAPER FAMILY

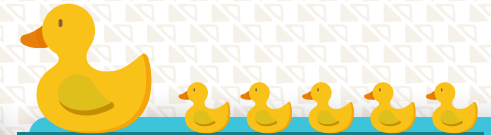
YOU WILL NEED

- Crayons or pencils
- Paper
- Scissors
- Cellotape



INSTRUCTIONS

1. "We are going to make our family paper chain."
2. Before we start I want you to look and watch how I fold the paper and then you follow what I do.
3. The number of folds in the paper should match the number of people in your family. So, if you have 6 people in your family, you fold your paper 6 times.
4. Help your child draw a person whose hands extend to touch the folds of the paper on each side.
5. Carefully cut around the person, making sure not to cut where the hands meet the folds.
6. Open the paper and your child will have a chain of several people holding hands.
7. Let's name them before we colour them in
8. **To extend your conversation** talk about what each family member does at home. **For example:** "Mum cooks our food, gives me a bath and reads to me."
9. Talk about what responsibility is and why it's important to be responsible? "When you go to school, you are responsible for what? At work I am responsible for...."



SOCIAL EMOTIONAL DEVELOPMENT

FIVE LITTLE DUCKS

INSTRUCTIONS

1. "We are going to sing a song with our fingers."
2. Using one of your hands, represent each finger as one of the little ducks and the other hand as the mother duck (create a beak when the mother duck speaks)

Five little ducks went out one day, Over the hill and far away. Mother duck said, "Quack, quack, quack, quack" But only four little ducks came back. One, two, three, four

Four little ducks went out one day, Over the hill and far away. Mother duck said, "Quack, quack, quack, quack". But only three little ducks came back. One, two, three

Three little ducks went out one day, Over the hill and far away. Mother duck said, "Quack, quack, quack, quack". But only two little ducks came back. One, two

Two little ducks went out one day, Over the hill and far away. Mother duck said, "Quack, quack, quack, quack". But only one little duck came back. One

One little duck went out one day, Over the hill and far away. Mother duck said, "Quack, quack, quack, quack". But none of the five little ducks came back

Sad mother duck went out one day, Over the hill and far away. Mother duck said, "Quack, quack, quack, quack" And all of five little ducks came back

Thinking Questions

How many ducks went to play?

Where did they go and play?

How did mother duck feel when they didn't come home and what do you think she said?

Who can you go for help if your lost?

TALKING TO YOUR CHILD

One of the most important ways that parents can help children develop their cognitive and thinking skills is through 'talking, listening, and looking'.

Tips for talking with your child:

- Listen to your child, encourage them to talk and then respond again to what they say.
- Ask questions that require your child to think
- Be patient, give time for a response
- Use follow-up questions such as, "tell me a little more about that."
- Encourage your child to ask questions
- Use warm, positive body language



SOCIAL CATEGORIES OF PLAY (RUBIN)

SOLITARY PLAY

Child plays alone with objects. There is no verbal communication with others about the play activity



PARALLEL PLAY



The child plays separately at the same activity, at the same time, in the same place and in close proximity to another child. The child is aware of the presence of the classmate, but each child plays separately. There is no sharing or discussion.

GROUP PLAY

Child engages in activity with others, in which all members share a common purpose.



COGNITIVE CATEGORIES OF PLAY (PIAGET)

FUNCTIONAL PLAY

Simple repetitive muscle movements performed with or without an object. Examples are building a stack of blocks and knocking them over repeatedly; kicking a ball, pouring water, pounding a rock, and skipping rope.



SYMBOLIC PLAY



When objects stand for other objects. For example pretending that a wooden block is a mobile phone

CONSTRUCTIVE PLAY

Manipulating objects for the purpose of making or creating something. Examples are a block building, putting together pieces of a puzzle, molding different shapes of wet sand, or drawing a picture



DRAMATIC PLAY (PRETEND PLAY)

Letting an object or person symbolize a thing or a person it is not in order to create a story.



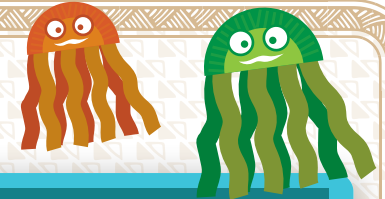
Examples include assigning pretend roles such as "mother" or "baby" and pretend feeding the doll using leaves and seeds.

GAMES WITH RULES

This includes game-like activities with pre-established rules and limits to which the child conforms. Examples are card games, board games and tag games. Dramatic play that assigns characters and the acting out of a pretend story with others is the most sophisticated play.



GAMES TO PLAY WITH YOUR CHILD



LANGUAGE DEVELOPMENT

LET'S COUNT OUR BODY PARTS

INSTRUCTIONS

1. Say: "Let's count our body parts!"
2. Say: "How many noses do you have? Show me!"
3. Say: "How many eyes do you have? Show me!"
4. Say: "How many legs do you have? Count them!"
5. Say: "How many ears do you have? Let's count them!"
6. Say: "Now can you show me 5 fingers?"
7. Say: "Ok. Let's try showing me 7 fingers?"
8. Say: "How many noses are in this room?"
9. Say: "How many toes do we have on this foot?"
10. Say: How many toes do we have on the other foot?"
11. Say: How many toes all together?
12. What are some other body parts.
13. Let's all sing 'Head, shoulders, knees and toes...' (to finish off the body activities)



matalima



hui



teliga



gutu



mata



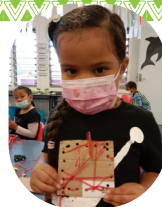
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COGNITIVE DEVELOPMENT

SHAPES SHAPES EVERYWHERE

YOU WILL NEED

- Cardboard box
- Permanent marker
- Blade or scissors



INSTRUCTIONS

1. Before you play this game in an open space
2. Show each child the cut-out shape and say the name of each shape repeatedly so everyone can see, hear and remember
3. Place the cut out shapes all around the floor.
4. Show a picture of the cut out shape you want them to find. Say the name of the shape, the child must find the shapes on the floor and place one foot on that correct shape and yell out the name of the shape.
5. After you play this game for a few times and as it becomes easy
6. You can challenge them, ask your child to look for things around your home or outdoors that have the same shape. Encourage your child to walk and look around, give your child hints if she needs them
7. Another challenging activity is let your child use his/her imagination and name something they can think off that looks like whatever shape you show.
Example: a circle (they could say...)
 - 'the sun, is round like a circle'
 - 'a clock is round like a circle'
 - 'my head is round' etc



PHYSICAL DEVELOPMENT

CLAP, JUMP AND HOP!

This is a look, listen and follow game.
'Let's see who has great listening ears.'

INSTRUCTIONS

- When I say clap your hands 4 times, you clap and count at the same time 1,2,3,4
1. Let's clap 1 time (clap and say 1)
 2. Now clap 2 times (clap and count 1, 2).
 3. Now jump 3 times. (jump and count 1, 2, 3)
 4. Hop 5 times.
 5. Now clap once, and then jump twice
 6. "Now clap twice, then jump twice and then hop twice."
 7. "Now hop then clap, then hop then clap."

Challenge them by making it difficult.

8. Hop on one leg and clap 4 times
9. Hop on one leg 5 times and then swap to the other legs and hop 5 times

You can add more fun instructions for them to follow:

- Add music to this 'clap, hop and jump activity', clapping, jumping and hopping to the rhythm.
- **Think of an animal that hops** – rabbit, kangaroo, frog etc.
Animal that jumps – grasshopper, kangaroo, frog
Animal that claps – seal, sea otter, sea lion



SOCIAL EMOTIONAL DEVELOPMENT

LET'S MAKE AN OCTOPUS

YOU WILL NEED

- A paper plate
- A sheet of white paper cut into 8 strips
- Crayons, glue or sticky tape

INSTRUCTIONS

1. Say: "We are going to make an octopus."
2. Ask: "What does an octopus look like?" (Let them share what they know)
3. Ask: "How many legs does it have?"
4. What is so unique about the octopus legs? (they have tentacles that sticks to your hand when you hold it)
5. Ask: "What colour is the octopus?" (they have different colours – explain what camouflage means)
6. Read a book about octopus or share a bit more information about the octopus depending on child's concentration span

Let's make our paper octopus:

7. Help your child with each step.
Cut a little bit of your paper plate off so you can stick the legs on
Paint or colour your paper plate
 - a. Draw two eyes.
 - b. Count out 8 legs
 - c. Colour each leg with crayon
 - d. Stick the 8 legs to the head
8. Tell your child a traditional story about the octopus:
- Feke mo Kuma
(Story about the Octopus and the Rat)





FOR DAD

ACTIVITIES TO DO THIS WEEK WITH YOUR CHILD

No. Activity



1. Read a story book or picture book
2. Play a puzzle or a card game
3. Fold the washing together
4. Take the children for a swim at the sea
5. Cook a meal together
6. Play a word game or I spy my little eyes....
7. Draw/Write together and make it fun
8. Sing an action song together or make up your own

FOR MUM

ACTIVITIES TO DO WITH YOUR CHILD

No. Activity



1. Tell a traditional story
2. Play a ball game outside
3. Collect some leaves and flowers and decorate your dinner table for a family dinner
4. Play a game together like knuckle bones, cards, puzzles, crosswords etc.
5. Wash the dishes together
6. Play a number game – timetable, DMIC
7. Build something with your child
8. Ask what your child would like to play and play it

While play helps children to try out and develop new skills, gender stereotypes can limit what new types of play they feel encouraged to try, and subsequently what skills and abilities they develop. Do you know what 'stereotype' means? Explain in a very simple way?

1. Notice what you encourage and support
2. Make stereotypes less meaningful
3. Notice your body language
4. Notice which family members play with what... and mix it up!
5. Challenge stereotypes while you play
6. Play-acting different roles



GAMES TO PLAY WITH YOUR CHILD

LANGUAGE DEVELOPMENT

LET'S PLAY BINGO LETTERS

YOU WILL NEED

- Small letter cards
- Bingo cards
- Small stones



INSTRUCTIONS

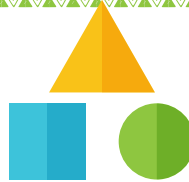
1. Organise to play a game of bingo with family members.
2. To prepare, make cards with nine random letters on them. Make one card for each person. Every card should be different.
3. Say "Now we will play a game with our letter cards. Please sit close enough so that you can see these cards. I'll hold up a card. If you know the name of the letter on the card, shout it out. Then look at your bingo card and if you have that letter, put a stone over it. Once you have filled your card and every letter is covered with a stone, yell out BINGO. And you win!"
4. Begin the game.
5. Help your child if they are struggling to identify the letters on their card.
6. The person that fills out their card first wins!
7. If you want to continue playing, just swap your card with your friends
8. You can make local prizes for your Bingo like coconuts, pawpaw, local fruits, coconut lollies (NO COST PRIZES) etc.
9. BE CREATIVE and make it FUN!

COGNITIVE DEVELOPMENT

SHAPES SHAPES EVERYWHERE

YOU WILL NEED

- Sticks
- Sand
- Stones



INSTRUCTIONS

1. Give your child a card or a piece of paper with the shape that you want them to use stones or sticks to make.
2. Show your child how to trace the shape with their fingers. Describe the shape, making note if it has straight lines, curves, or angles.
3. Give your child several sticks (or toothpicks, beads, pebbles, bottle caps etc.) and show them how to trace the shape with the sticks by laying them on the outline of the shape.
4. Let them try to do this with different types of materials and different shapes. For example, if they make a square out of sticks first, let them make a square out of pebbles or rocks next.
5. After they have done this a few times, congratulate them on learning about that shape.

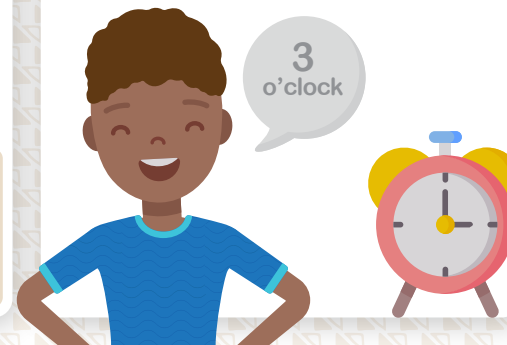
Adaptation: For an outside activity, trace a very large version of the shape in the ground using a stick. Support your child to place stones or sticks along the lines to make the shapes.

PHYSICAL DEVELOPMENT

WHAT'S THE TIME MR. WOLF?

INSTRUCTIONS

1. Gather some children together outside.
2. Stand children in a line. You act as the 'wolf' and stand away from the group.
3. Children in the line call out: "What's the time Mr. Wolf?"
4. Mr. Wolf calls out a number o'clock e.g., three o'clock. All the children in line take three steps forward. Repeat rhyme with Mr. Wolf responding each time with a different time. Game continues with children moving forward as per the time.
5. When the line is close to Mr. Wolf, after the children say, "What's the time Mister Wolf?", the wolf calls out 'dinner time' and chases the children.
6. Whoever is caught becomes the wolf and the game begins again.



SOCIAL EMOTIONAL DEVELOPMENT

HELPING SOMEONE IN YOUR VILLAGE

INSTRUCTIONS

1. Talk to your child about someone in your family or community that needs help. Talk about what you will do to help them. Prepare to visit this person tomorrow.
2. Talk to your child about:
 - a. Why the person needs help? (e.g., Because the person is unwell or old and living alone etc.)
 - b. What help can we give them? (**listen to their ideas**)
 - Offer to cook lunch or dinner until they are well
 - Pick up the rubbish in the yard
 - Play cards
 - Just sit and talk with them
 - Have a cup of tea with them
 - c. When will we help them? (For e.g., tomorrow)
3. Involve your child in the preparations for the visit.
4. Involve your child in the visit and give them some responsibility. For e.g., helping them carry the food, doing a small chore etc.)



LANGUAGE DEVELOPMENT

DISAPPEARING LETTERS

YOU WILL NEED

- Child's name card
- A stick

INSTRUCTIONS

1. Say: "This game is called disappearing letters."
2. Do this activity outside or collect some soil in a large plastic tray/container.
3. First write the first letter of your child's name in the sand and say the letter together with other words that starts with the letter..
4. Say: "How can you make the letter disappear? (let them think) Can you take your hand and wipe it away? Where did that letter go? Can you remember what that letter looked like? Can you write it again!" (you can assist)
5. You can keep writing the same letter or write a different letters or numbers.
6. Extended activities:
 - You can also use old flour – sprinkle on a flat surface and draw with your fingers.
 - To make it even more fun and exciting. Use water and custard or cornflour and you can talk about differences in textures.



COGNITIVE DEVELOPMENT

MY BAG OF ROCKS/STICKS

YOU WILL NEED

- A bag or bilum

INSTRUCTIONS

1. Say: "We are going to go on a 'treasure hunt' and collect ten rocks" (or sticks or any other object that will be easy to gather).
2. Take the child/children outside
3. Help them collect 10 rocks (or sticks or any other object that will be easy to gather).
4. Bring them back inside.
5. Say: Can you make a long line with your rocks and count them from 1 to 10.
6. Say: Now, make your rocks into one big and one smaller pile.
7. Now make your rocks into equal piles
8. Now, give two rocks to your neighbour?
9. Make 5 groups of 2 rocks.

Exended learning: If I say draw me number 2, use your sticks to make a shape like number 2 etc. Always remember to praise them.



PHYSICAL DEVELOPMENT

FIVE STONES/ KNUCKLE BONES

YOU WILL NEED

- Five small stones

INSTRUCTIONS

1. Say: "We are going to play a fun game called Five Stones."
2. Sit in a circle with your five stones.
3. Shake all the stones in one hand then throw them on the ground.
4. Choose one of the five stones and toss it in the air while you grab one from the ground, one at a time until you had them all.
5. If you drop the stone you toss, you lose your turn.
6. If you pick each stone up without dropping it, you keep playing but this time you need to grab two stones, then three, then four.



SOCIAL EMOTIONAL DEVELOPMENT

THIS IS THE WAY WE WASH OUR HANDS....

INSTRUCTIONS

1. Ask: "What do we do to keep our bodies clean?"
2. (Wait for your child to answer)
3. Say: Let's sing this song together.

This is the way we wash our hands, wash our hands, wash our hands.

This is the way we wash our hands. So early in the morning

This is the way we clean our teeth, clean our teeth, clean our teeth.

This is the way we clean our teeth. So early in the morning.

4. Continue singing for

Comb our hair, wash our hair, wash our body, wash our feet.....

Learn a new song in Niue:

Holoholo, holoholo
Holoholo e tau **lima** ke mea
Holoholo aki e magamoli
Ti fakamōmō



- Add other body parts in replace of '**lima**' to your song in Niue – **mata, hui, teliga** etc
- Replace '**holoholo**' with '**kanakana**'

STORY: THE UGA

It was early one Saturday morning when NatVvela sat with his Papa at the table having breakfast. He asked, "Papa what was your favourite thing to do when you were little?"

Papa replied, "I loved to go uga hunting." Natela was excited when he heard this and asked Papa to tell him about uga hunting.

Papa told him it was a very hard job. Papa would help his dad to collect 50 to 100 dried coconuts and put them in a woven basket made from coconut leaves. He had to cut a large stick and then carry the baskets on each end of the stick to help his dad.

Papa carried on "they didn't even have torches when I was little Natela, we had to make our own." So, Papa went outside and Natela followed. Papa showed Natela how they used to make torches from the coconut tree.

Natela was excited and asked Papa "please Papa can we go hunting, I really want to go and hunt for uga?" Papa smile at him and said, "Natela there are a lot of things we need to do before we can go hunting."

The more Papa told Natela the more excited he got. "Natela do you know that uga live in different places in the forest. They live in rocks, under rocks and around rocks. They also live in the roots of the Ovava or Banyan Tree and we have to lay baits in all these different places."

This made Natela even more excited and asked, "Papa so how do we put out the coconuts." Papa replied "Natela we have to tie them onto the rocks and roots of trees so that the uga cannot drag the coconut away with their strong claws." Papa continued "But we must also bless the track we are using so we can catch some uga for our dinner" said Papa.

Natela begged Papa to tell him some more about uga hunting but Papa replied, "let's save that story for another time."

CREATING YOUR BIG BOOK

YOU WILL NEED

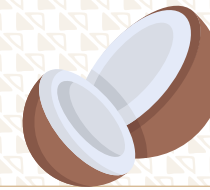
- 8 A4 sheets of paper
- Crayons or pencils

INSTRUCTIONS

1. Read the story
2. Follow the guidance below to create your big book
3. You can use pictures only OR words and pictures
4. Read the big book to your child
5. Ask questions before, during and after the story is read.

QUESTIONS YOU CAN ASK BEFORE, DURING AND AFTER READING

- a. What can you see in this picture? What do you think the story is about?
- b. How did Papa make fire out of coconut?
- c. Where do Uga live?
- d. How does Papa catch Uga?
- e. Why do we need to bless the track?
- f. Why is Natela so excited to go Uga hunting?



COVER PAGE TITLE AND AUTHOR

The Uga

PAGE 1

Drawing of a father and his son sitting at the breakfast table. The father is telling his son a story, the son looks excited.

PAGE 2

Drawing of the son sitting at the breakfast table, with a thought bubble showing the son thinking about lots of dried coconuts and a woven basket made of coconut leaves.

PAGE 3

Drawing of the son sitting at the breakfast table, with a thought bubble showing his father as a young boy, carrying woven baskets connected by a large stick which is held across the young boy's shoulders, the young boy looks tired.

PAGE 4

Drawing of a father and his son in their garden, the father is making a torch using cuttings from the coconut tree, the son is watching with excitement.

PAGE 5

Drawing of a uga in the forest, a second picture of a uga near rocks, and a third picture of a uga next to a Ovava tree and Banyan tree.

PAGE 6

Drawing of the son standing in the garden, with a thought bubble showing a group of people tying dried coconuts onto rocks and roots of trees.

PAGE 7

Drawing of a young boy and his father standing in their garden, the father is talking to his son, the son is looking up at his father with excitement. The father is holding a torch made from coconut tree cuttings.

BACK PAGE

Drawing of a Uga





LANGUAGE DEVELOPMENT

FOOD BOOK

YOU WILL NEED

- 3 pieces A4 paper
- Crayons or pencils



INSTRUCTIONS

1. Say: "Today we are going to make a food book. We will need 3 pieces of paper and some crayons. We will fold the paper into two to make a book. Let's count the pages, 1,2,3,4,5 and 6."
2. Ask: "What food should we include in our book? Let's choose four food items." (Wait for your child to answer)
3. Say: "I will write food book on the first page. I will trace the first food item on the second and you can go over the lines and colour in."
4. Write the name of the food under the item.
5. Say: "This is a"
6. Continue for the remaining 3 food items.
7. Help your child to trace the food items and colour in.



COGNITIVE DEVELOPMENT

LEAF PATTERNS

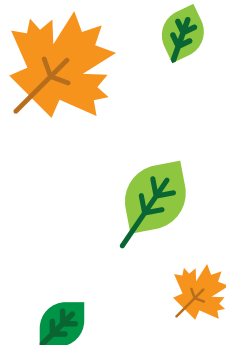
YOU WILL NEED

- Many different leaves from the garden (you can walk together to collect these)
- You can also use shells, flowers, seed pods etc.



INSTRUCTIONS

1. Say: "We are going to go for a nature walk to collect leaves." Find at least 10 leaves (several different types).
2. Arrange the leaves into a pattern.
3. Ask your child to create the same pattern.
4. Create a different pattern, which your child can copy.
5. Say: Great job! Now try and create your own pattern.



PHYSICAL DEVELOPMENT

FROG IN THE PUDDLE

YOU WILL NEED

- Open space to run around
- Children in your neighbourhood or siblings

INSTRUCTIONS

1. Gather a group of children in an open space
2. Say: "We are going to play Frog in the puddle.
3. Select a child to sit in the middle as the 'frog'
4. Say: "Repeat with me. - Frog in the puddle, You're in a muddle. Can't catch us. Can't catch us."
5. The children skip and move freely around an area where the child, who is the 'frog' is sitting in the middle.
6. At any moment the 'frog' may spring up and chase the other children catching as many as possible.
7. Stop game after two or three children are caught.
8. When caught these children then become frogs. Play game until almost all children have become frogs.



SOCIAL EMOTIONAL DEVELOPMENT

THIS GAME IS 'HELPING MUM/DAD COOK'

YOU WILL NEED

- Ingredients for the dish you will be cooking

INSTRUCTIONS

1. SAY: "Today you are going to help me cook.
2. We are going to cookLet's find all the ingredients."
3. Go through each ingredient and talk about its name, colour, size, and shape.
4. As you cook, talk about what you are doing.
5. Give simple tasks to your child.



STORY: HUNTING UGA

Papa and Natela were doing their chores in the back yard. "Papa how can we catch an uga?" Papa replied, "When we finish our chores I can tell you more about hunting uga". This made Natela excited, and he rushed to complete his chores.

Papa called Natela to sit under the tree while he told him more about uga hunting. Natela couldn't stop smiling while he listened to Papa telling him all about hunting uga.

You need to go at the right time so you can catch the uga while it is still eating the coconut baits. "Do you know why Natela?" asked Papa. "The uga is a very clever creature Natela and it does not come out during the day and it does not like to come out when there is a full moon. We had to depend on local knowledge which was watching the tide or by the phases of the moon. Sometimes it was just depending on the time. Either late in the night or early hours of the morning before we went hunting".

"We used to use coconut fibre lights because we had no torches. They would be wrapped around kafika sticks to burn longer. We made up to four to light the way during the night. This was how we would catch our uga. When we caught some we would wrap them in leaves and tie them with vines."

Papa told Natela that sometimes the fibre lights would go out and they would have to spend the night in the forest and wait till morning to see the way home, "When that happens we would just build a small fire and cook the uga we got for dinner on the coals".

When Natela heard his Papa talk about sleeping in the forest and cooking on the coals this made him even more excited. He turned to Papa and said, "I can't wait to go hunting with you Papa".

Papa smiled at him and said, "don't worry Natela, Papa will take you soon".

CREATING YOUR BIG BOOK

YOU WILL NEED

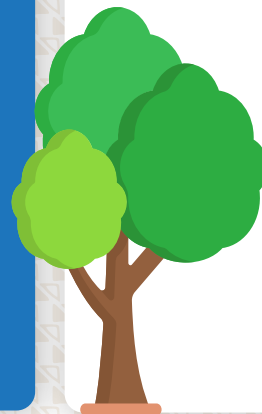
- 8 A4 sheets of paper
- Crayons or pencils

INSTRUCTIONS

1. Read the story
2. Follow the guidance below to create your big book
3. Read the big book to your child
4. Ask questions before, during and after the story is read.



QUESTIONS YOU CAN ASK BEFORE, DURING AND AFTER READING



- a. What can you see in this picture? What do you think the story is about?
- b. What are the two times that the Uga does not come out?
- c. Why are uga's so clever?
- d. When uga was caught, how was it wrapped?
- e. Why did Papa sometimes need to spend a night in the forest when hunting uga?



COVER PAGE TITLE

Hunting Uga

PAGE 1

Drawing of a father and his young son gardening.

PAGE 2

Drawing of a father and son sitting under a large tree in their garden.

PAGE 3

Drawing of the sea at night, there are waves and the sky is dark.

PAGE 4

Drawing 4 torches made from coconut fibre lights, wrapped around kafika sticks. The kafika sticks are burning to create fire, creating light.

PAGE 5

Drawing of uga wrapped in leaves and tied with vines.

PAGE 6

Drawing of a group of adults sitting around a small fire, in the forest, cooking uga on the fire.

PAGE 7

Drawing of a father and his son sitting under a tree in the garden. The boy is looking at his father with excitement.

BACK PAGE



LANGUAGE DEVELOPMENT

ALPHABET SOUP

YOU WILL NEED

- Alphabet cards
- Bowl
- Plain paper and pencils



INSTRUCTIONS

1. Say "Look! I have a bowl of sauce. How many of you eat sauce? It is an alphabet sauce. Let me stir up my sauce. Now I will close my eyes and pick out a letter."
2. Pretend to stir the sauce. Taste the sauce. Pretend to add ingredients. Then hold up the letter card.
3. Ask your child what letter is on the card.
4. Then say: "Can you think of a word that begins with this letter?"
5. Encourage your child to call out words that they think begin with the same letter.
6. You can write these words on a piece of paper, pointing out the letters as you write.
7. If your child is finding this difficult, help them by giving some examples.
8. Then say: "Now you can draw a picture of something that begins with this letter."
9. Give the children some time, and they can show their pictures to their friends.
10. Continue with picking out other letters that are in the bowl.

COGNITIVE DEVELOPMENT

GUESS THE PATTERN

YOU WILL NEED

- Coloured blocks or objects such as shells (similar size and shape) and seed pods (similar size and shape)



INSTRUCTIONS

1. Say, "We are going to play a game called Guess the Pattern! I will make a pattern and you will tell me what it is."
2. Lay out the blocks, shells and pods, or other materials with a simple repeating pattern (e.g., red, blue, red, blue blocks).
3. Ask, "Do you see a pattern here?"
4. Point to each object and say what it is (for e.g., point to the first one and say "red" then point to the next one and say "blue" and so on.).
5. Tell your child, "This is a pattern! Red, blue, red, blue, red, blue" (for example).
6. Ask: "What comes next?" after the last object in the pattern.
7. After your child has correctly answered what the next object should be, give them their own materials to make a pattern that matches yours.
8. If time permits, make another pattern and repeat the activity.



PHYSICAL DEVELOPMENT

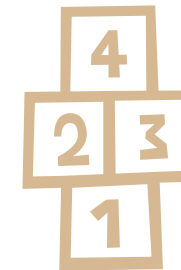
HOPSCOTCH

YOU WILL NEED

- Concrete or flat surface outside
- Chalk to draw the hopscotch pattern
- Small flat stones

INSTRUCTIONS

1. Draw grid on ground or on floor in chalk
2. The first player stands behind the starting line to toss her or his marker in square 1.
3. Hop over square 1 to square 2 and then continue hopping to square 8, turn around, and hop back again.
4. Pause in square 2 to pick up the marker, hop in square 1, and out.
5. Then continue by tossing the stone in square 2. All hopping is done on one foot except where there are two squares side-by-side. Then one foot can be in each square.
6. A player must always hop over any square where a marker has been placed. Tossed stone must land in correct square. If not turn is missed.



SOCIAL EMOTIONAL DEVELOPMENT

PLANTING FLOWERS IN THE GARDEN

YOU WILL NEED

- Flower seeds
- Spade
- Bucket
- Water



INSTRUCTIONS

1. Say: "Today you are going to plant some seeds in the garden. What do you think will grow?"
2. Talk about flowers and why they are important to bees.
3. Say: "What do we need to plant our seeds?"
4. Go through all the items and talk about their name, colour, size, and shape.
5. Walk to the garden.
6. As you plant the seeds, talk about what you are doing.
7. Give simple tasks to your child.



STORY: COOKING UGA

Natela really enjoyed listening about how Papa would catch uga when he was little. But what excited him more was listening to how they cooked the uga in the forest. Natela asked "How do you cook uga on the coals Papa?"

Just then Natela's Uncle Kofe came to visit Papa. He bought with him a gift for Papa's dinner. Natela couldn't hold his excitement when he saw that Uncle Kofe had bought two large uga that he had caught the night before.

Both Papa and Natela were so happy. When Uncle Kofe left Papa said to Natela "We are so blessed to receive such a gift." Papa got up and put a pot of water on the stove to boil and poured in some salt. Natela sat watching Papa. He asked, "Papa aren't we going to cook it on the coals just like you told me in the story...Please Papa?"

Papa replied, "Let's wait until this uga is cooked first then we can make a fire outside to cook the second uga". Natela was getting impatient as he watched Papa put the Uga in the pot then waited for it to turn bright red when it was cooked. After what seemed like forever to Natela, Papa finally said it was cooked.

Papa wrapped the cooked uga and left it on the table. He told Natela to go and gather some wood to make a fire. Natela watched Papa start the fire. Papa said they would have to wait for the fire to die down so they could cook the uga on the coals.

As the fire started to die down, Papa put the uga on the coals. After a while the uga started to smell so good. Papa reached over and broke off one of the claws and he sucked on it. "Is it cooked Papa?" asked Natela, but Papa told him it was best to be eaten when it was semi cooked. Papa said "Here Natela have a taste".

Natela couldn't stop smiling as he sat beside Papa. They ate both the boiled Uga and the uga cooked on the coals until there was nothing left. Natela licked his lips and told Papa that his tummy was full. Papa said, "We are thankful for our blessings and the uga was definitely a blessing".

CREATING YOUR BIG BOOK

YOU WILL NEED

- 8 A4 sheets of paper
- Crayons or pencils

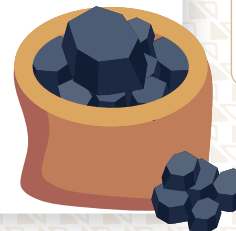
INSTRUCTIONS

1. Read the story
2. Follow the guidance below to create your big book
3. Read the big book to your child
4. Ask questions before, during and after the story is read.



QUESTIONS YOU CAN ASK BEFORE, DURING AND AFTER READING

- a. What can you see in this picture? What do you think the story is about?
- b. What did Uncle Kofe bring with him when he visited Papa?
- c. How did Papa cook the first Uga?
- d. How did Papa cook the second Uga?
- e. When is the best time to eat Uga?



COVER PAGE TITLE

Cooking Uga

PAGE 1

Drawing of a small boy sitting on the ground, listening to his father talking to him.

PAGE 2

Drawing of a man holding a Uga, walking towards a small boy and his father.

PAGE 3

Drawing of a man standing at a hot stove, placing the Uga into a pot of boiling water.

PAGE 4

Drawing of a small boy feeling frustrated. The boy is standing near the hot stove next to his father and uncle.

PAGE 5

Drawing of a small boy watching his father make a fire for cooking, they are outside.

PAGE 6

Drawing of a small boy, standing next to his father, both are watching the hot coals cooking the wrapped Uga.

PAGE 7

Drawing of a boy and his father sitting near the hot coal, both smiling and eating.

BACK PAGE





LANGUAGE DEVELOPMENT

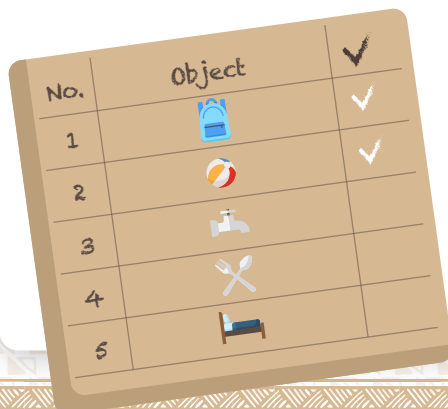
HUNTING FOR OBJECTS

YOU WILL NEED

- Treasure hunt cards
- Pencils

INSTRUCTIONS

1. To make the treasure hunt cards, draw items that your child sees at home.
2. Say, "We're going to go on a treasure hunt today. You are going to look for the things that are on your lists."
3. Give each child a treasure hunt sheet.
4. Say, "Walk around the room and look for the items. Every time you see an item around the room, make a mark on your sheet like this." Demonstrate with the first example.
5. Once the children are done, about all the things on the list!
6. Ask, "Did you find ___? Where? What do we use it for?"



COGNITIVE DEVELOPMENT

LET'S PLAY BINGO NUMBERS

YOU WILL NEED

- Small number cards
- Bingo cards
- Small stones

INSTRUCTIONS

1. Organise to play a game of bingo with family members.
2. To prepare, make cards with nine random numbers on them. Make one card for each person. Every card should be different.
3. Say "Now we will play a game with our number cards. Please sit close enough so that you can see these cards. I'll hold up a card. If you know the name of the number on the card, shout it out. Then look at your bingo card and if you have that number, put a stone over it. Once you have filled your card and every number is covered with a stone, yell out BINGO. And you win!"
4. Begin the game.
5. Help your child if they are struggling to identify the numbers on their card.
6. The person that fills out their card first wins!
7. When the game is over, collect the cards for another day.



PHYSICAL DEVELOPMENT

OBSTACLE COURSE

YOU WILL NEED

- Objects to create the obstacle course

INSTRUCTIONS

1. Set up a simple obstacle course that would require your child to crawl or walk over, under and beside various objects in the yard area or room. Use anything, mats, boxes, trees, poles, tyres, crates, sheets, pillows.
2. Direct your child through the course telling your child what to do "go under the sheet around the tree etc."



SOCIAL EMOTIONAL DEVELOPMENT

FEELING HAPPY

INSTRUCTIONS

1. Say: "When I feel happy, I....." (give an example)
2. Ask: "What about you? Can you finish the sentence..."
3. "When I feel happy, I....." (Wait for your child to answer)
4. Say: "Let's sing this song together."

If you are happy and you know it, show a smile.

If you are happy and you know it, show a smile.

If you are happy and you know it and you really want to show it,

If you are happy and you know it, show a smile.

If you are happy and you know it, jump around.

If you are happy and you know it, jump around.

If you are happy and you know it and you really want to show it,

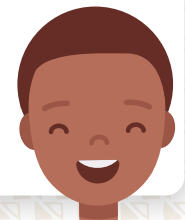
If you are happy and you know it, jump around.

If you are happy and you know it, shout hooray.

If you are happy and you know it, shout hooray.

If you are happy and you know it and you really want to show it,

If you are happy and you know it, shout hooray.



STORY: MATAGINIFALE

Mataginifale was the daughter of King Tihamau. She was a beautiful young lady from the village of Oneonepata, Avatele. Every day she would go down to the seashore and pound tapa in the sunshine. She was well known for painting all the different colours of the fish in the ocean. She would decorate each one in beautiful patterns and colours. It was these patterns that Mataginifale painted of the fish that she also painted on the tapa that she made.

One morning a whale swam close to shore where Mataginifale was. Mataginifale did not appreciate the whale coming so close, so she insulted the whale and called it nasty names. The whale was very upset with Mataginifale.

Many days passed and Mataginifale was collecting shells close to shore. The sea was calm and still. The whale saw Mataginifale and wanted her to take back the insults she had said. So, he swam quietly close to shore and swallowed Mataginifale whole.

Mataginifale was in the stomach of the whale for many days, but she was not scared at all. She still had the shells she had gathered and used a shell to scrape at the lining of the whale's stomach. The whale got such a bad stomachache that he landed on a beach in Tonga.

Mataginifale escaped when the whale coughed and spat out Mataginifale on the beach. The king's servants were nearby when they saw Mataginifale. They ran and told the King about the beautiful young lady on the beach. The King told them to bring Mataginifale to the palace.

When the King saw Mataginifale he instantly fell in love with her, and they married straight away. Mataginifale was able to show the women of Tonga how to give birth naturally. This made the king very happy, and they had many children.

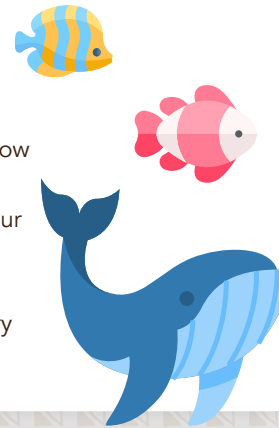
CREATING YOUR BIG BOOK

YOU WILL NEED

- 8 A4 sheets of paper
- Crayons or pencils

INSTRUCTIONS

1. Read the story
2. Follow the guidance below to create your big book
3. Read the big book to your child
4. Ask questions before, during and after the story is read.



QUESTIONS YOU CAN ASK BEFORE, DURING AND AFTER READING



- a. What can you see in this picture? What do you think the story is about?
- b. What did Mataginifale do every day?
- c. Why did Mataginifale insult the whale?
- d. What did the whale do in return?
- e. How did Mataginifale escape the whale's stomach?
- f. Why did the king fall in love with Mataginifale?

COVER PAGE TITLE AND AUTHOR

Mataginifala

PAGE 1

Drawing of Mataginifala pounding Ata to make tapa on the seashore of Oneonepata, Avatele.

PAGE 2

Drawing of Mataginifala looking out to sea.

PAGE 3

Drawing of a fish of all shapes, sizes and lots of different colours and Mataginifale painting fish.

PAGE 4

Drawing of a whale swimming close by to Mataginifale while she is pounding tapa.

PAGE 5

Drawing of the calm sea and whale swimming near Mataginifale.

PAGE 6

Drawing of Mataginifale inside the stomach of the whale scraping at his stomach with a shell.

PAGE 7

Picture of Mataginifale sitting on the rocks trying to warm up and the king's servant looking at her from behind the coconut trees.

PAGE 8

Picture of the King and Mataginifale with their baby.

BACK PAGE

Pictures of tapa with fish patterns.





LANGUAGE DEVELOPMENT

MAKING A TOPIC BOOK - "FOOD WE LIKE"

YOU WILL NEED

- A4 pieces of paper
- Pencils
- Staples or string to bind the book



INSTRUCTIONS

1. Say "Today we are going to make a book together. Today our book will be about food. The name of our book will be 'Food we Like', and you will be the author of the book.."
2. Say: "I will give each of you a piece of paper and a pencil. Think about what you can draw for ONE PAGE of our book."
3. Give more examples or instructions, depending on what the topic is. For example: "You could draw something you like to eat."
4. Say "Write your name on the front page, so that we know who the author of book is." Help your child if they need help.
5. Give your child time to think about what to draw.
6. When you have finished. "Now watch as I will put the pages together, with the cover in the front."
7. Fasten the pages together. Now "read" the book to the class, from front to back, commenting on each picture.

COGNITIVE DEVELOPMENT

REMEMBER THESE NUMBERS

YOU WILL NEED

- 2 copies of number cards from 1-5

INSTRUCTIONS

1. Say, "Today we're going to play a number game. Give one copy of the 5 numbers to your child. You keep one."
2. I'm going to show you some numbers and I want you to try your best to remember the numbers."
3. Show your child a series of numbers (such as 1,2,5)
4. Say, "Now focus on these numbers and try to remember all of them".
5. Remove the numbers.
6. Ask, "Now, I want you to write down the numbers I just showed you."
7. Ask, "Now show me the numbers with your number cards."
8. Swap over, so that your child shows some numbers first.



PHYSICAL DEVELOPMENT

FOLLOW THE LEADER

INSTRUCTIONS

1. Description: This game is about children using their body to perform movement skills such as walking, running, hopping, skipping, sliding, jumping and crawling.
2. This is a great game to play with your children and others in the village. One child leads by calling out a movement and does the movement. For example: The child calls out 'hopping'. All the children call out hopping and as the child hops, all the children follow the hopping actions.
3. The first child stops and calls another child.
4. The child calls their movement, and the game continues. All the children say the movement and follow the movement performed by the leader.
5. Have 3-4 children to be leaders before ending the game.



SOCIAL EMOTIONAL DEVELOPMENT

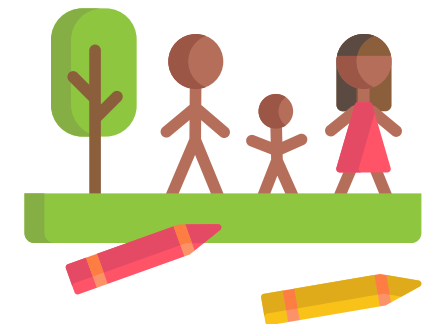
MY FAMILY

YOU WILL NEED

- Paper
- Crayons/pencils

INSTRUCTIONS

1. Talk to your child about your family. Ask your child and who is your family.
2. Talk about the names of people in your family, who is older, who is younger, where they live, who needs help, who helps others
3. Talk about what makes a family special and when is it fun to be together with family.
4. Ask your child to draw a picture of your family. Help your child to write the names of each family member and one word that might describe them – such as loving, friendly, funny...



STORY: PEKA AND LUPE GO TO SCHOOL

One morning on the beautiful Island of Niue, Peka was woken up to get ready for school, but he didn't really want to go. He was still tired and stretched out his long wings. The other birds and animals were mean to him because of the way he looked and smelt.

Peka took his time flying to school when he saw Lupe. "Hey Peka" called Lupe, "Didn't you brush your teeth this morning. Your breath smells". Peka ignored Lupe and pretended that he didn't hear anything, but his feelings were really hurt. He flew beside Peka and didn't speak until they reached school. Lupe took a soccer ball from his bag and said, "Peka let's play soccer!" "No, I don't want too" replied Peka. Lupe kept pestering Peka until finally he gave in. After a while they were both dripping with sweat. Peka teased Lupe, "You don't look too good, and you don't smell too good."

Peka was very sad at what Lupe had said, but he reminded himself that he was strong, and he could fly higher than Lupe.

At recess Moa, Heahea and Kiu who were friends with Lupe joined in calling Peka nasty names. They refused to sit or play with Peka. This made Peka sad because he really wanted to play with them. Peka kept reminding himself that he was strong, and he was a warrior even though he felt so hurt. Just then he heard his friend Pekapeka say "Be strong my friend. Don't worry about them". Peka couldn't believe that Pekapeka was being so nice to him. Then he saw Pekapeka stand up and say to the four mean friends. "Why are you so mean to Peka. It is not nice, and you should stop". Peka couldn't believe someone was sticking up for him and it made him feel good inside.

Along came the wise old Owl. He said, "I agree with Pekapeka, I have been watching you all and I've seen how you have been treating Peka and this needs to STOP!"

"We are so sorry", said the four friends. "We know we were being mean. Sorry!" Owl continued, "thank you Pekapeka, you have a kind heart, and you are a true friend". The wise Owl said, "now for your punishment Lupe, Heahea, Kiu and Moa now let me see...I think that you need to pull weeds in the hot sun so that you can learn to be like Pekapeka". As the four friends pulled weeds they were reminded to be more loving, more helpful, and friendlier and to never call anyone nasty names again.

CREATING YOUR BIG BOOK

YOU WILL NEED

- 8 A4 sheets of paper
- Crayons or pencils

INSTRUCTIONS

1. Read the story
2. Follow the guidance below to create your big book
3. You can use pictures only OR words and pictures
4. Read the big book to your child
5. Ask questions before, during and after the story is read.



QUESTIONS YOU CAN ASK BEFORE, DURING AND AFTER READING

- a. What can you see in this picture? What do you think the story is about?
- b. Why did Peka not want to go to school?
- c. Why did Peka not want to play soccer with Lupe?
- d. How do we know that Pekapeka was a good bird?
- e. What punishment did the wise Owl give the birds who were mean to Peka?
- f. Why was Peka brave and strong?
- g. What can we learn about this story?



COVER PAGE TITLE AND AUTHOR

Peka and Lupa go to school.

PAGE 1

Drawing of two birds flying over the sunny island of Niue. One bird looks happy and has smooth feathers, the other bird looks sad with messy feathers.

PAGE 2

Drawing of the same two birds standing on the soccer field with a soccer ball. The bird with pretty features has his wing covering his nose, the other bird looks sad and has his head lowered.

PAGE 3

Drawing of a sad bird in the school playground, standing alone. 4 other birds stand on the opposite side of the playground, in a group, laughing at the bird who is alone.

PAGE 4

Drawing of a bird in the school playground putting one wing over the sad bird's shoulder to comfort the sad bird.

PAGE 5

Drawing of a bird comforting the sad bird, pointing and telling the 4 birds standing on the other side of the playground.

PAGE 6

Drawing of a bird in the school playground putting one wing over the sad bird's shoulder to comfort the sad bird, the sad bird is smiling.

PAGE 7

Drawing of a bird in the school playground putting one wing over the sad bird's shoulder. 4 birds stand on the other side of the playground. An old Owl stands between the two groups of birds and is pointing at the birds being unkind. The Owl looks angry.

PAGE 8

Drawing of 4 birds pulling out weeds in the school grounds, under the hot sun.

PAGE 9

All 6 birds and the Owl stand together smiling, some of the birds have their wings over the shoulders of other birds.

BACK PAGE

LANGUAGE DEVELOPMENT

TASTE TEST



YOU WILL NEED

- Different food items – e.g. banana, scone, carrot
- Cloth for a blindfold
- Small plates for the food sample

INSTRUCTIONS

1. You will need to have some items of food ready. This could be fruit and vegetables or other cooked food items such as scone.
2. You will need cloth for the blindfold.
3. Prepare the food by cutting it into small bite size pieces.
4. Blindfold your child.
5. Provide the food.
6. Ask your child if they can describe the taste – is it sweet? is it soft?
7. Ask if they can guess the food item.
8. Remove the blindfold and show the food.
9. Talk about the taste using words such as sweet, sour, bitter
10. Talk about the texture using words such as soft, crunchy, hard.



COGNITIVE DEVELOPMENT

LET'S GO TO THE MARKET

YOU WILL NEED

- Empty containers and food boxes
- Fruit that you might see in the market
- Other objects that can be found in the market - e.g., clothing items.
- Paper to make money and price tags

INSTRUCTIONS

1. Say, "We are going to play shops today. What do we see at the market?"
2. Give your child time to say what they see at the market.
3. Say: 'Lets set up some of these and make our market stall.'
4. Help your child collect things to sell at the market. Arrange on a table. Make price tags for different items.
5. Ask if they want to be the shop keeper or you.
6. Make some money from the paper.
7. Play shops by buying one or two items at the shop. Use words that are used when you go to the market? "how much is this?" "I will buy one of these."
8. The shopkeeper packages the items and collects the money.
9. Swap so that your child has a chance to buy some items.
10. Practice counting the items and money with your child.

PHYSICAL DEVELOPMENT

MUSICAL MATS

YOU WILL NEED

- Sheets of paper/cardboard or pillows
- Friends or siblings to play the game with

INSTRUCTIONS

1. Place the paper or pillows on the floor.
2. Use a clapping rhythm of singing of a song or beating of a drum or playing a jingle from radio or mobile.
3. Your child and others move around the 'mats'
4. When the music stops they must quickly sit on a mat.
5. In subsequent turns, you remove one of the mats.
6. When the music stops your child and others quickly sit on a mat. Those without a mat stand to one side.
7. Remove one more mat and play the game again.
8. The winner is the last person on a mat.



SOCIAL EMOTIONAL DEVELOPMENT

THINGS I LIKE

YOU WILL NEED

- Paper
- Crayons/pencils/paints



INSTRUCTIONS

1. Say, "We are going to talk about what we like to do on each day of the week. Let's think about the activities that we do on each day of the week."
2. Say: What do we do on Sundays?
3. Give time for your child to answer. They might talk about going to church or Sunday school.
4. Say: Let's draw this on the Sunday page.
5. Write "(your child's name) likes (the thing they like) on Sunday" on a blank piece of paper and help your child draw a picture of something that represents the thing they like to do on Sunday.
6. Say: What do we do on Monday?
7. Give time for your child to answer. They might talk about going to the market or the garden.
8. Say: Let's draw this on the Monday page.
9. Write Monday clearly on a blank piece of paper and help your child draw a picture of something that represents the thing they like to do on Monday.
10. Repeat for the remainder of the week.
11. Put together all the pages for the day into a book form and secure with string or tape.

STORY: NATELA BUILDS A CANOE

Natela heard that his cousin Kuki was having a 21st Birthday. He knew just the right gift to get Kuki. He would build him a traditional canoe to surprise him on his birthday. Papa Milo had often spoken about building a canoe and Natela really wanted to surprise Kuki with his gift.

He rang Papa Milo "Papa I really want to make a traditional canoe. Can you help me make one?" Papa told Natela to go over to his house after school so they could talk about it. Natela couldn't wait for the last bell to ring, and he raced over to Papa's house.

Papa was waiting for Natela with a snack of talo and corned beef. After a long talk Natela was not happy that Papa had told him it was too much work for the two of them. So, he decided that he would follow what Papa had told him and he would do it himself!

He found a Moota tree just down the road from his house and set it on fire, just like Papa said. He waited for it to die down. He tried to chop the tree down with an axe he had made from a sharp stone and a piece of wood, just like Papa said. But as soon as he started to chop the Moota tree the axe broke into pieces.

Meanwhile Papa had seen the smoke while he was feeding his pigs and he was afraid it was a bush fire that could reach his pig pen. Just then Koko arrived and told Papa, "Did you know that your grandson is trying to burn a Moota tree to make a canoe?" Papa found Natela trying to cut down the tree. Papa reassured Natela that he was not in trouble. He gave him a lesson about burning trees and destroying property on land that did not belong to them. Natela apologised and asked Papa to help him make Kuki's gift.

"How about a necklace or a traditional spear," replied, Papa. Natela tried to make a spear but accidentally dropped it and the tip broke. He went and showed Papa. He was about to cry when Papa said, "Let me help you make a miniature canoe for your gift" Natela had the biggest smile. He worked with Papa until they finished his gift. He was so excited to give his gift to Kuki. "Don't worry Natela one day we will make a full-size traditional canoe."

"Oh, Papa I love the sound of that", said Natela.

CREATING YOUR BIG BOOK

YOU WILL NEED

- 8 A4 sheets of paper
- Crayons or pencils

INSTRUCTIONS

1. Read the story
2. Follow the guidance below to create your big book
3. You can use pictures only OR words and pictures
4. Read the big book to your child
5. Ask questions before, during and after the story is read.



QUESTIONS YOU CAN ASK BEFORE, DURING AND AFTER READING

- a. What can you see in this picture? What do you think the story is about?
- b. What do you need to build a canoe?
- c. Why did Papa not want Natela to build a canoe?
- d. What happened when he tried to cut the tree down?
- e. What did he end up giving Kuki for his birthday?
- f. What did Papa promise to do with him one day?

COVER PAGE TITLE AND AUTHOR

Natela builds a canoe

PAGE 1

Drawing of a young boy with a thought bubble showing the boy gifting a canoe to his cousin on their 21st birthday.

PAGE 2

Drawing of a young boy at his grandfather's house. His grandfather has a snack of talo and corned beef for him.

PAGE 3

Drawing of a young boy in the forest trying to cut down a Moota tree with a tool made from a sharp stone and a piece of wood.

PAGE 4

Drawing of a young boy in the forest trying to cut down a Moota tree, the boy's tool is broken. The boy looks sad.

PAGE 5

Drawing of a young boy with his father, trying to make a spear.

PAGE 6

Drawing of a young boy with his father, trying to make a spear. The spear has dropped and the tip is broken.

PAGE 7

A picture of a young boy and his father making a miniature canoe.

PAGE 8

Picture of a young boy gifting his cousin the miniature canoe on his cousin's 21st birthday.

BACK PAGE



PARENTING CARD

GAMES TO PLAY WITH YOUR CHILD



LANGUAGE DEVELOPMENT

HANDS ON SHOULDERS

INSTRUCTIONS

1. Sing this song to your child/children.
2. Do the actions as you sing.

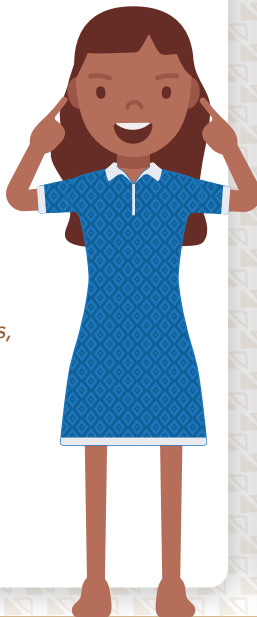
*Hands on shoulders,
Hands on knees,
Hands behind you,
If you please.*



*Touch your shoulders,
Now your nose,
Now your hair
And now your toes.*

*Hands up high,
In the air,
Down at your sides,
And touch your hair.*

*Hands up high,
As before,
Now clap your hands,
One-two-three-four!*

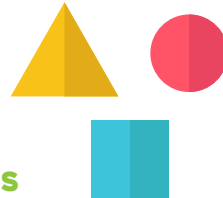


COGNITIVE DEVELOPMENT

TRACING SHAPES

YOU WILL NEED

- Different shapes – circle, square, triangle and rectangle cut out of cardboard the size of your palm or hand.
- Crayons
- A4 paper



INSTRUCTIONS

1. Make the shapes.
2. Ask your child to help you colour each shape.
3. You can also make shapes of a star, flower or moon.
4. Ask your child to trace around the shape on a piece of paper and then colour or decorate the shape.
5. They may like to combine shapes to make a new shape – e.g., a triangle and a square makes a house.



PHYSICAL DEVELOPMENT

CROWN THE QUEEN

YOU WILL NEED

- Strip of paper or strip of card length 20 cm width 10 cm
- Objects to decorate the crown

INSTRUCTIONS

1. Cut along one edge in a mountain pattern.
2. Allow your child to decorate with crayon drawings, glue on other bits of paper, shapes, string, leaves etc.
3. Join ends of the paper with glue or stapler around the child's head to make a crown.



SOCIAL EMOTIONAL DEVELOPMENT

FEELINGS

YOU WILL NEED

- Pictures of faces showing different emotions – cut out of newspaper, magazines or draw yourself.
- A4 paper
- Crayons



INSTRUCTIONS

1. Say, "What do you know about feelings. Can you name some different feelings?"
2. Give prompts if you need to
3. After each feeling, say: When do you have this feeling?
4. Show the child the cut-out pictures one by one and ask the child to try and guess what the person is feeling.
5. If the picture is of a person who seems sad or angry ask your child what they might do to feel better.
6. Say, "What can you do to feel better?"
7. Give time for your child to answer.
8. Ask your child to draw a picture of what makes them feel better when they are sad or angry.



STORY: MAKING A CANOE FOR RACE DAY

The Constitution Canoe Race is a big event that happens every year. Puna decided that he was going to enter, but before he could, he needed a canoe. So, Puna asked Papa Milo if he would help him. Papa replied, "Son I want you to let Natela help you build the canoe. It will be a great experience for him".

When Natela heard this he jumped up quickly, "Please dad I promise I won't get in the way... please!" They drove the truck to find a suitable tree for the canoe. They stopped on the side of the road and walked into the forest. Papa pointed to a Moota tree. "That's the one" said Papa, and they started walking towards the giant Moota. They cut down the tree using a chainsaw and then slowly dragged the tree trunk through the forest. They reached home at dusk. Puna and Papa Milo were very tired and said that they would start working on it the next day.

Before it was light outside Natela had awoken. He could not wait to start. Papa Milo showed Natela how to use a chisel to chip away at the hull of the canoe. Natela was so excited that he hit the chisel hard, and he heard a crack. His heart sank but Papa said, "It's okay Natela, your dad can show you how to patch up that little crack".

Natela continued to help Papa Milo and Puna with the canoe. After several months of hard work, the canoe was finished. Now it was time to test the new canoe. They put the canoe on top of some old tyres. They tied the canoe down with some rope. During the drive it was very bumpy, and they hit some potholes.

They kept on driving and singing to the music on the radio. Natela looked back to check on the canoe from time to time. Suddenly he yelled "Oh, NO the wheel just rolled past us Papa". Papa slammed on the breaks. They had to try and fix it quickly.

By the time they got the wheel back on, it was too dark to test the new canoe. Natela was disappointed but excited the big race was the next day. Papa, Puna and Natela waited for the Minister to bless the canoe before it touched the water for the first time. Then they launched it into the water. It glided in the water beautifully just in time to start the race. Natela and Papa waited in anticipation. They saw three canoes battling it out. They jumped up and down cheering and clapping when they saw that Puna had crossed the finishing line in 1st place.

CREATING YOUR BIG BOOK

YOU WILL NEED

- 8 A4 sheets of paper
- Crayons or pencils

INSTRUCTIONS

1. Read the story
2. Follow the guidance below to create your big book
3. You can use pictures only OR words and pictures
4. Read the big book to your child
5. Ask questions before, during and after the story is read.



QUESTIONS YOU CAN ASK BEFORE, DURING AND AFTER READING

- a. What can you see in this picture? What do you think the story is about?
- b. Why did Papa Milo ask his son to let Natela help build the canoe?
- c. What is the name of the tree used to make the canoe?
- d. How did they transport the finished canoe to the sea?
- e. Why did the Minister need to bless the canoe?
- f. Why do you think Puna's canoe won the race?

COVER PAGE TITLE AND AUTHOR

Making a canoe for
race day

PAGE 1

Drawing of Moota tree
in the forest, a father
pointing to the tree,
with his two children
watching.

PAGE 2

Drawing of cut Moota
tree in the family truck.

PAGE 3

Drawing of a son
demonstrating to his
son how to use a chisel
to chip away at the
Moota tree.

PAGE 4

Drawing of 4 stages of
the canoe being built.
Each drawing shows the
canoe more developed
than the previous
picture. In the
background the name of
the month written to
show time passing.

PAGE 5

Drawing of the finished
canoe, with the son
and father placing the
outrigger on the
canoe.

PAGE 6

Drawing of a canoe
tied to the top of the
family truck with rope
and resting on old
tyres.

PAGE 7

Picture of the son and
his father in the family
truck, one wheel has
come off and rolling
down the road.

PAGE 8

Picture of a Minister
blessing the canoe.

BACK PAGE

Drawing of the canoe
race, many canoes
racing in the river.



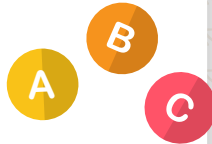


LANGUAGE DEVELOPMENT

ALPHABET BALL

YOU WILL NEED

- Ball



INSTRUCTIONS

1. Toss a ball to your child.
2. As you toss, say 'a'. Your child will say 'b' and so on, through the alphabet.
3. If your child pauses or forgets, start the game again and help your child with the letters they forget.
4. You can also sing the alphabet song as you toss the ball.
5. When you or your child reaches 'z', then whoever has the ball sings the alphabet song from the beginning.



COGNITIVE DEVELOPMENT

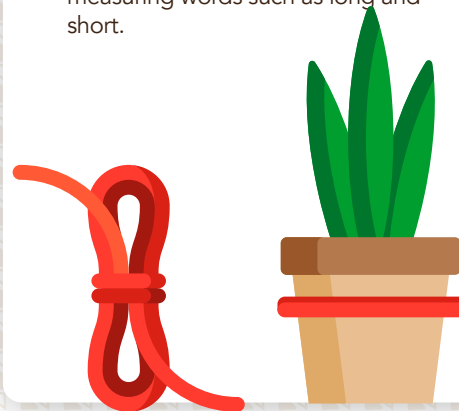
MEASURING FUN

YOU WILL NEED

- String or wool cut into different lengths

INSTRUCTIONS

1. Say, "We are going to measure some things in the house using this string."
2. Give one of the pieces of string to your child.
3. With your child, move around the house to find something that is the same length as their piece of string. Once they have found one thing, give another length of string to your child to find another thing.
4. Repeat for all the different lengths of string.
5. As you play the game, talk about measuring words such as long and short.



PHYSICAL DEVELOPMENT

WINDY WIGGLY WALK

YOU WILL NEED

- Wool or string

INSTRUCTIONS

1. With a very long length of wool or string make a winding wiggly line around the house or outside.
2. Hide the end of the string somewhere.
3. Ask your child to carefully walk on the wiggly line to find the end of the wool or string.
4. Tell them to try not to fall off the wiggly line.
5. Walk alongside them encouraging them to keep on the wiggly line until the end.



SOCIAL EMOTIONAL DEVELOPMENT

FEELINGS PARADE AND THE STORY OF MY HAPPY DAY

YOU WILL NEED

- Paper
- Crayons/pencils/paints



INSTRUCTIONS

1. Play a game of feelings parade and tell a story as you walk and act out the feeling as you walk.
2. E.g., "I was walking to the market and saw a butterfly and it made me very happy" (show a big smile and encourage your child to walk behind you with a big smile)
3. " But then it started raining and I didn't have my umbrella and that made me angry." (stomp your feet as you walk)
4. "But then I found a big banana leaf and it protected me from the rain and this made me happy again" (show a big smile and encourage your child to smile again.)
5. Continue the game using a variety of emotions – such as 'surprise, fear, excitement, sadness, love, worry, etc.
6. After the feelings parade, ask your child to draw a picture of a day that made them happy. Talk to your child about this special day and help your child with the drawing.

STORY: NAMES OF VILLAGES

Plane day on Niue is always an exciting time. Today, Natela was excited. His cousin Mele and Aunty were arriving from New Zealand. When they arrived, Natela and Nena Lose hugged them and they made their way to the waiting car. They put the luggage in and started the long bumpy drive home to Mutalau.

On the drive home, Mele asked, "Nena, how long does it take to drive around Niue?" "Three hours" replied Nena Lose. After a bumpy ride, they finally arrived home.

As they unpacked the chilly bins Natela commented on how heavy they were. Mele said "My dad gave me a parcel to take to my Nena in Hakupu. "Natela, which way is it to Hakupu?" Natela showed Mele the way to Hakupu and he watched her walk in that direction. Nena Lose and Aunty Vai went looking for Mele. "Hey Mele, where are you going? You can't walk to Hakupu it's too far. We can deliver it later."

Later that evening Nena Lose told Mele about the villages on the island. Nena Lose told her that the island was divided in two a long time ago. The Northern side was called Motu and the Southern side was called Tafiti. There were four villages on each side of the island. These days Motu and Tafiti are not used and there are 14 villages in Niue.

The names of the villages starting from the South are Alofi Toga, Tamakautoga, Avatele, Vaiea and Hakupu. "That's where my Nena lives," said Mele. "Yes" replied Nena Lose. After Hakupu is Liku, Lakepa, Mutalau..."Oh that's where we live now aye" Nena Lose replied "Yes my dear it sure is" After Mutalau we have Toi, Hikutavake, Namukulu, Tuapa, Makefu then last of all is Alofi Tokelau.

"Wow I learnt something new today" said Mele. Nena continued to tell Mele that each village has an older name but that's another story. Nena told Mele to take her parcel to her Nena in Hakupu.

When they arrived in Hakupu, Nena had put on a delicious feast to welcome her granddaughter. Mele was happy to see her Nena but felt sad because she had misplaced the parcel. She ate dinner quietly before Nena Lose told her to go get her medicine in her bag. Mele opened Nena Lose's bag and the first thing she saw was the parcel for her Nena. This made her so happy, and she enjoyed the feast with her family.

CREATING YOUR BIG BOOK

YOU WILL NEED

- 8 A4 sheets of paper
- Crayons or pencils

INSTRUCTIONS

1. Read the story
2. Follow the guidance below to create your big book
3. You can use pictures only OR words and pictures
4. Read the big book to your child
5. Ask questions before, during and after the story is read.



QUESTIONS YOU CAN ASK BEFORE, DURING AND AFTER READING

- a. What can you see in this picture? What do you think the story is about?
- b. Why was Natela excited on plane day?
- c. What was in the chilly bags?
- d. How many villages are in Niue?
- e. Why was Mele sad when she had arrived at Nena's house?
- f. What was in Nena Lose's bag?



COVER PAGE TITLE

Names of villages

PAGE 1

Drawing of the inside of an airport. A young boy and his grandmother hug 2 female family members who have just landed.

PAGE 2

Drawing of the family at the airport carpark, putting luggage into the boot.

PAGE 3

Drawing of a young boy and his female cousin unpacking the car. The female cousin is showing her young male cousin a small parcel.

PAGE 4

Picture of the young male cousin holding the parcel, pointing towards a sign saying "Hakupu". The female cousin is walking far into the distance, towards the sign.

PAGE 5

Drawing of the grandmother telling her granddaughter a story. A thought-bubble from the granddaughter shows the Niue Island separated in half, one side is titled 'Motu' the other side titled 'Tafiti'.

PAGE 6

Drawing of the family including the young boy granddaughter, grandmother and aunty at a family celebration. The young boy is carrying the parcel.

PAGE 7

Drawing of the family celebration at the grandmother's house. The granddaughter gifts the parcel to her grandmother. Everyone is happy and having fun.

BACK PAGE