



## Ideas for exploring



**Activity:** Co-creating a 'conscious parent' inspired by the pakiwaitara Tanemāhuta and Hine-ahu-one *Te Kākano* page 40

### Objectives:

- 1) Increase familiarity with Pakiwaitara within *Whakatipu*
- 2) Personalise conscious parenting
- 3) Reflect on positive/negative influences from our experiences of being parented

**Process:** Participant numbers will determine how many parents and how many body parts required.

- ❖ Have group divide clay between them so each person has one body part to sculpt. Group members confirm who will make which body part e.g. 6 people – 1 larger piece for torso, 3 medium pieces for head and two legs with feet, two smaller lumps for hands and arms
- ❖ Retain enough clay for each person to have small piece for **Part C**.

### Set the scene

- ❖ We are going to use a pakiwaitara to help us explore how we were parented and what we choose to take forward and what will stay behind. If anyone doesn't want to think about their own experiences of growing up today perhaps consider someone else's childhood?
- ❖ We are the tipuna for this parent he/she will inherit our genetic diversity
- ❖ Because we all bring with us our personal 'differences' so will this parent be unique

### Part A

- ❖ As you begin to sculpt your body part for this parent I am going to read aloud 'The legend of Tanemāhuta and the creation of the first woman'
- ❖ I want us to think back to our own childhoods and to those who parented us. It may have been our parents, grand parents, aunts or uncles, anyone who took a parenting role in our lives
- ❖ Think of one positive parenting quality, strength or character trait that you admired in them
- ❖ Begin to build this new parent piece by piece and as each person adds their body part ask them to say 'out loud' the strength or quality from their childhood to now bestow on this parent

### Part B - Hand out post it notes.

- ❖ Think about the skills or tools used by those who parented you especially how they managed difficult behaviour or stressful situations.
- ❖ Write or draw on your post it note one thing you do not want this parent to use in their parenting. This is for your eyes only, no one else need see it.
- ❖ Fold the paper and hold it in your hand and look at it and decide what will you do with it? Will you rip it up? Burn it? Forgive it? Bury it? Keep it as a reminder? Wash it away? (*If you don't know what to do with it I'll be here at the end of the session to listen to what you have to share.*)
- ❖ Now I'd like you to think about what you've done or could do to deliberately leave that behind, to NOT take it into your new relationships. What are the processes, the tikanga that help us make changes?
- ❖ For me I've talked with my parent about their childhood and that's helped me to understand more. What ways have you thought of to deliberately leave that way of parenting behind?  
Discuss small groups/large

**Part C** - Give a small lump of clay to each person give time to play with it while they think

- ❖ Invite group to close their eyes while they think for a minute about a skill or tool that they'd like to give this parent. In their view/experience what will this parent need to be a great parent?
- ❖ Now shape something that symbolises for you that skill or tool, it may be a cultural symbol, something from the natural world or something from our lives or homes.
- ❖ In groups of 3, share what the skill you have chosen for this parent and why you think it's important.
- ❖ Place the symbol next to the parent and say out loud what the skill is. Now together we will breathe life into these parents. We will say together out loud the skills we are gifting to this parent and finish with "Tihei Mauri Ora" the sneeze of life.

**Extension:**

If time allows ask for specific examples of how those who parented us showed the **positive** parenting qualities in action?

Sing Te Aroha together to get the endorphins flowing

**Options:**

Chart/whiteboard a master list of the positive parenting qualities/strengths and the skills given by the group.

Be prepared to be available for any participant who may be affected by this reflective process.

**Resources used:**

Te Kākano booklet

Clay or Playdough

Small pieces of paper or post it notes/Pens

Some way to wash hands/wet wipes

Tables or firm surfaces to lay clay parent on