

All the children have mat time before lunch, morning and afternoon tea where the teacher calls out each student's name or letters that their name start with. They all go and stand in a line and wash their hands with soap. This routine meets physical well-being because it about their health and hygiene. This is personal because it is about looking after your health and hygiene for 3-5 year olds and it is interpersonal for 1-2 year olds because they have the teacher beside them helping them wash. In the pre-school they have a lower sink for the children to easily wash their hands but in home based care they do not have to provide a lower sink. This could be a weakness of home based education. This could be interpersonal because a child who is under 2 might not know how to turn on the tap and don't know how to wash properly so the teacher will help them to turn on the tap, wash hands properly and dry them. Washing hands and keeping children healthy is societal because they are following the curriculum Te Whāriki (strand 1 well-being) their health is promoted.

1

At pre-school, under 2 year old children all have bed time before afternoon tea; so this is something where all children have to sleep at that time so this is a societal. The children might feel tired so the teacher puts them to bed. This is personal linked to their physical, mental and emotional well-being, because they have to have sleep time for their bodies to get some rest. They will be tired if they don't have a rest and it affects their mental and emotional well-being because when tired they get upset. They have their own bed and blankets, so germs do not pass on and they wash the blankets once a week and they have gates so the children do not fall off the beds. They take off their jacket, coats and take any things they might choke on before they go to sleep. They are protecting the children from danger by doing this. At home based care they do not have sleep time but go to bed if they are tired...

2

All the children sit on the mat, the teacher reads a story and some of the children come up and act the story out. This mat time is interpersonal because the teacher made this time for the children and mat time affects physical, social, mental and emotional well-being because they are moving their bodies to act and communicate with the teacher and their friends to act the story and they are learning to use the drums, hold onto something without moving and developing their own imagination. All children have their own pictures to act one of the parts of the story so everyone will be involved and doesn't feel left out. By giving their own role from the story their social, mental and emotional well-being is affected. As the story ended the teacher asked the children what did the character do wrong and what was the right thing they should do. As they were talking about rights and wrongs their spiritual well-being was affected too. But in home based care, children might not get mat time but they still can do story time...

3

The playground is set up for children to play on; they have a sand pit, tree house and swings and a course (which the teacher makes up with ladders, slides and boxes) and are for everyone over 2 years old. It is personal because it is something you play alone. It could change to interpersonal as soon as lots of children play together. This play ground affects the children's physical, mental and emotional well-being because they have to move their bodies to do the course swing and go up the tree house and they are learning to use and play on the playground equipment. Playground sometimes affects their social well-being because other children could be playing on the playground too and they could connect by playing and talk about what they are doing and ask what they are doing.

4

At the other end for the under 2's they have set up some individual play for the children to play with. One was sand bottles in the buckets. This is personal because it was set up for every child but the children whoever wants to play can play and it is what they want to do. It affects their physical, mental and emotional well-being because they are moving the bottle around with their hands and filling it up with sand. They are learning the different between full and empty, volumes, touching sand, what sand feels like and what is sand. This play is set up inside so if they spill sand it can be swept up and returned to the bucket