

Excellence

NZQA Intended for teacher use only



*Kotahitanga*



# *Introduction*

Kotahitanga means unity togetherness and solidarity. It acknowledges peoples differences and encourages working together to build team unity. To me kotahitanga means working together as one. I think it is about coming together, helping each other and being united no matter our differences. Its about unity and supporting one another to achieve something that we couldn't have done alone. It reminds me that strength comes from working together and including everyone. The 2 strategies that I have demonstrated at camp and will be discussing are co-operation and communication.

What co-operation means to me is working well together to achieve the challenge provided. Its about listening, sharing ideas and helping out in the team. When we co-operate things get done faster, easier, and more efficient. I think communication means sharing my thoughts, giving instructions and listening to others. It is important to give clear instructions so your teammates know what to do. Good communication help us understand things and work better as a team.



## *Strategy 1 – Co-Operation*

One example of using co-operation was in the activity bubble and squeak, I showed this by pushing the boat from one side of the river to the other side which had an eddy. Me and a few of my other teammates then swam after the rafts in the freezing cold water. When I got to the rafts, I had to keep them steady and stop it from flowing down the current, so then my teammate who was on top of the rafts didn't have to worry about the rafts moving so she could fully concentrate on squeezing the toy.

Another example of using the strategy co-operation was in the activity Search and Rescue. One of the instructors went to go hide in the bush for us to find her, so me and 2 of my other teammates stayed back to see if we needed to bring the stretcher. They had called us on the walkie talkie and told us they needed the stretcher. Me and my buddies then ran with the stretcher listening for the calls of the rest of the team. When she was on the stretcher we had to carry her out of the middle of the bushes. I went Infront of the people carrying the stretcher and moved all the plants and bushes out of the way until we got to the path. Once people got tired carrying her then I switched out with someone and used my strength to carry her out of the bush.





## *How my Co-Operation Promotes kotahitanga*

By co-operating in bubble and squeak it promoted kotahitanga within my team because it helped my team complete the challenge faster and safer. I knew it would be very scary being on top of the rafts as it was quite high and a bit wobbly reaching the toy, so I knew I had to do my part in helping the team, so I persevered through the freezing cold water and held the raft steady to make my teammate more comfortable on top of the wobbly rafts.

By co-operating in Search and Rescue it promoted kotahitanga within my team because it helped my team work together by carrying the person out on the stretcher fast and safe. I helped carry her out because it would've been scary putting all your trust into people that you wouldn't usually trust carrying you a meter of the ground. I wanted the person being carried to know that she could trust me and the team. I did my part ensuring that the plants were out of the way so that the people carrying the person won't fall or trip on any branches or plants that were in the way. They already had to use their strength and focus on the person they were carrying. So I did my part in ensuring they could focus fully on carrying the person and not worry about tripping up or dropping her.



## *Was my Co-operation Effective*

My co-operation in Bubble and Squeak was effective because it helped my teammate feel a bit more comfortable and safe on the top of the rafts. This promoted kotahitanga as it created a sense of trust and stability in the person who was already out of their comfort zone so they could feel a bit less stressed. For example, I persevered through the freezing cold water to hold the raft steady to make my teammate more comfortable on top of the wobbly rafts. It would've been more effective if we were switching out the people who were swimming after the boats and keeping them steady in the water so we could get warm and have a break. But we didn't switch because some of my people in my group didn't want to get in the cold water so me and some other of my teammates had to always be the same people doing it. It made us feel more tired and cold faster. At one point I could barely feel my hands so I couldn't hold onto the rafts without it hurting my hands.

My co-operation in Search and Rescue was effective because it allowed my team to get our 'injured' person out of the bush safely. This promoted kotahitanga as it helped the passenger feel more secure and at ease. For example, when helping others carry the stretcher, I kept reassuring my friend on the stretcher by saying "you are doing fine" we are nearly there" to build trust and also checking for plants in the way to make the route safe. It could've been more effective if we kept switching out regularly because my arms got tired really fast. It was very effective moving the bushes and plants out of the way for the people carrying the person so they could fully concentrate on not dropping the stretcher and not tripping up on the rough terrain.



## *Strategy 2 – Communication*

One example of using the strategy communication was in the activity Dangling Trio. I used communication to talk to GG and AA who were scared of heights and not as confident as I was. I told them where to put their hands like on the wire or wood, and where to put their feet like on the rope. I also used my body to support them like letting them stand on my thigh so they could reach the next log. I also used encouraging words to help them keep going when they felt they couldn't do it anymore like "Yes you're doing amazing!" "You got this!" "We are so close!".

Another example of using communication is when RR and TT went up on the climbing wall blindfolded. They were blindfolded so couldn't see anything at all so I knew I would need to help them by using my voice and telling them what to do. I used a loud voice so they could hear me clearly and told them where to put their hands and feet. "Put your right hand about a foot diagonally right." "TT move your left foot straight above you about half a meter." I knew it would be very tense and stressful up that high blindfolded, so I encouraged them with words to motivate them to keep going such as "TT you are doing amazing" "RR you are so close to the top!".

## *How my Communication Promoted kotahitanga*

By communicating in the activity Dangling Trio, it promoted kotahitanga within our group because it allowed us to complete the challenge provided and helped everyone feel more comfortable and safe with me at that height. GG and TT already had to focus on concentrating a lot on how high we were so I tried to make it easier for them by telling them where to put their hands and feet. I felt comfortable up that high and I trusted the people who were belaying me so I did my best to ensure that they could get up the planks comfortable as well.

By communicating to RR and TT when they were going up the climbing wall blindfolded, it promoted kotahitanga because it helped RR and TT get as high up as they could before coming down safely. RR and TT had no vision so I used my voice to be their eyes, they had to focus on holding on, which took some strength and also focusing on that they were very high above the ground. I knew that I would be terrified up that high blindfolded (I was). All they could do was put their trust in me so I did my best to tell them where to put their hands and feet.





## *Was my Communication Effective*

My communication in the activity Dangling Trio was very effective because it gave useful instructions to GG and AA who were thinking mainly about how high we were off the ground and how unstable the planks were. This promoted kotahitanga as my communication helped them so they didn't have to think of how to do it on their own, and to let them know that I was there to support them in anyway I can by telling them how to get up on the plank. I used my voice to override any negative thoughts on how high we were and to try their best to get to the top. For example, I said, "You are doing amazing "and "You have got this". This also promoted kotahitanga as made them have more trust in me as I was giving instructions and made them more comfortable about how high we were

My communication in guiding RR and TT on where to put their body parts was effective at some points like when I could see the climbing wall holds. Kotahitanga was promoted as my communication made them feel more confident about where they were putting their hands and it made them be able to go very high as they had confident in my instructions that I was giving. For example, I said, TT can you slide your hand along the plank towards me ". The more instructions I would give the more they would trust in me and my words. At some points it wasn't effective because they started getting really high and I couldn't see the holds that were above them that well.