Home Learning TV: Senior Project – Monday 25th May

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| **Segment lesson planning details** |  | |
| Title for segment: | Unplugged by choice | |
| Year levels *(e.g. Yrs1 – 3)*: | Yrs 7-10, L4 | |
| NZC learning areas:  Investigate and describe lifestyle factors and media influences that contribute to the wellbeing of people in New Zealand. | Health and PE | |
| Purpose of lesson:  (What learners will learn) | Students will learn how and why various **lifestyle factors** can improve our hauora/ wellbeing within Aotearoa NZ and globally | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | * I can describe practices we can use as a whānau, to stay well * I can describe the ways I connect to our immediate taiāo - local environment/ the land/ nature * I can reflect on the practices I want to keep when the crisis ends | |
| **Segment production details** | | |
| Equipment requirements: |  | |
| Copyright requirements:  Please be specific: Source: (*Seven Sizzling Sausages* by Sam Smith –url link to the source), intended use (to demonstrate alliteration), Length (timings for video clips) | <https://www.tvnz.co.nz/one-news/new-zealand/kiwi-families-finding-new-ways-pass-time-during-lockdown> - 2:15 | |
| **Segment links and attachments *(list all links to recordings or attachments, the source and confirm that copyright permissions are granted)*** | | |
| Links to recordings /resources | **View TVNZ news report** on life during lockdown  <https://www.tvnz.co.nz/one-news/new-zealand/kiwi-families-finding-new-ways-pass-time-during-lockdown> - 2:15  **View Global Goals video- HOME** 2 mins 31 secs  https://youtu.be/7GjLa5kfDfA  Cited:  [School-led learning at home: Voices of Maori and Pasifika students](http://www.evaluate.co.nz/key-readings/school-led-learning-voices-of-parents-of-maori-and-pasifika-students/)  **Video clip - ‘No Thanks-Yes Please’ campaign** 46 secs  <https://globalgoals.cdn.prismic.io/globalgoals%2F5ce5de73-3aa7-4798-8f25-a39f3f14f71c_plastic+hero+film+-+no+thanks+.mp4> | |
| Attachments |  | |
| **Segment plan content** | | |
|  | Teaching and learning activities linked to purpose | High level script (key points/questions) |
| **Activate**: Activating prior learning, knowledge of contexts and relationships | Draw on own experience and that of others  Reflect on experiences | Nau mai hoki mai anō ki tētahi hōtaka hou – welcome back to another episode.  We’ve all been living with restrictions to eliminate the spread of Covid-19. And I bet you’ve all noticed the things that we are doing differently.  So, I’ve been wondering… what are some of the creative ways you and your family have adapted to make the most of life during the lockdown?  Let’s look now at some examples of how family life has changed during the lockdown. While you are watching, write down some of the new things you’ve observed people doing.  [Video](https://www.tvnz.co.nz/one-news/new-zealand/kiwi-families-finding-new-ways-pass-time-during-lockdown) **clip - a family life during lockdown. (2 mins 15 secs)**  In my neighbourhood, I have noticed how people have been:   * spending time with whānau, * getting to know their neighbours * taking time to eat together more often and eat properly * exercising more * sitting a lot * looking at screens for longer periods   What have you been doing? List three.  What have your whānau been doing? Add to the list.  What have you noticed in your immediate environment that you did not take much notice of before? Identify two.  Why do you think this is?  I’ve noticed:   * the seasons, * the birdlife, * the rhythm of the day, * the moon cycles, the stars, the planets   Does anything you’ve noticed match mine?  This leads me to wonder, if our new situation has offered an opportunity to think about our lives.  What are we going to let go of?  What are we going to hang on to?  **This is the focus of our mahi today: how various lifestyle choices, particularly around being unplugged by choice can improve on our hauora/wellbeing.** |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning | Connect with Māori and Pasifika experiences  Reflect on the things that make us happy  Link hauora to environment  Take the thinking from local to global | How might we use some of the good stuff we’ve been doing during this crisis, to continue to improve our hauora/wellbeing, and begin a movement in creating sustainable cities and communities?  **PowerPoint slides #2 & #3**  Māori and Pasifika parents were recently asked about the benefits of learning from home. They had plenty of positive things to say:   1. We have returned to a natural rhythm aligned more with the taiao. Time has given us more patience and enjoyment in everything we do. Less tv more doing... exploring, independence, responsibility etc. self-driven learning i.e., enjoyment of reading about what they have experienced. 2. They get to do things at their own pace and at a time that suits them best ... We get to learn together, and go off on tangents that follow our own family value   What have you heard the people in your bubble say about the benefits of this time of crisis?  Write down a memorable ‘quote’ from what you heard, one that makes you feel good when you think about it.  We all remember the things our whanau have said that make us feel good and part of this build our hauora. Another part of our hauora/wellbeing is our connection with the environment.  Take a minute to reflect on what this has meant for your learning. Has it made it easier to learn or harder? Are there new things you’ve learnt about yourself? [Richard you much want to adlib here about your own experiences or those of your students]  Let’s also reflect on how our own behaviour had impacted on hauora of people and environment around us. What has made it better? Has anything made it worse?  You’ve probably noticed that they way you’re feeling, your wellbeing or hauora, is linked to the feelings of people around you and the environment around you. So. this has got me wondering… how did people of the past value and use their environment, the seasons, the cycles of nature, the plants and animals to nurture their hauora/wellbeing and sustain themselves? To create communities and housing that function well?  Take a look out your window .... what season is it? How do you know?  What signs of nature can you hear? Are there any insects or birds you notice in your garden that you haven’t noticed before? Remember a few weeks ago we talked about walks in our neighbourhoods, and you might have noticed more since then. I’ve noticed the sound of tui serenading me for most of the day. He reka te rongo- such a great sound to hear. All of this is part of your home environment and your home is bigger than you might think  The following video causes us to think about valuing **home** /**our environment and** asks us to consider the planet Earth as our home. While you’re watching, make note of what you think are some main messages  **View Global Goals video – ‘HOME’ (2 mins 31 secs)**  <https://youtube/7GjLa5kfDfA>  There certainly are some big challenges for us all relating to our health and well-being, our environment and the other global goals. It would be easy to be overwhelmed. However, time and time again humanity has shown it’s resilience and innovation… **just one person can start a trend, make a huge impact.**  Think about the following goals, set out by the ‘Global Goals for Sustainable Development’, maybe you could commit to one of these:   * Good Health * Sustainable Cities and Communities * Responsible Consumption * Life on Land   The key thing to remember is that… **One person can make a difference. One small action can change the world.** |
| **Respond**: Providing opportunities to use and practice | Explore a strategy that can help take the first step towards your goal  Create and commit to a goal  Work through smart goal criteria giving positive and negative examples of each i.e. Specific: I want to be good” isn’t very specific, but “I want to help my dad with the dishes” is. Etc. | One way of achieving this is by doing something deliberate to get the ball rolling. using the simple campaign strategy ‘No Thanks, Yes Please’, students around the world have made positive impact, so too can you. How might a simple campaign make my environment a better place.  You can say ‘No Thanks’, ‘Yes Please’ and commit to small actions which will make a significant contribution to one of the Global Goals to make your environment a much better place to be.  **VIEW ‘No Thanks, Yes Please’ video (46 secs)**  <https://globalgoals.cdn.prismic.io/globalgoals%2F5ce5de73-3aa7-4798-8f25-a39f3f14f71c_plastic+hero+film+-+no+thanks+.mp4>  How might we use some of the benefits and opportunities the disruption of Covid 19 has presented to us, for improving our well-being, creating sustainable cities and communities?  Do you know of young people who have used social media for good?  How have they done this?  Let’s think about what you can commit to.  It would be good for each of us to commit to a small action to improve our hauora/wellbeing, for self, for our bubble, for our hood, for our world.  Think about a goal to achieve at home and perhaps one that links to the Global Goals for Sustainable Development.  Try to make your goal SMART  Specific  Measurable  Achievable  Relevant  Time bound  Write the goal down and put it up somewhere visible in your room.  Send a txt to your bubble, your friends “No thanks to .... Yes Please to....”  By doing this you invite others say ‘No Thanks’/ ‘Yes Please’ and perhaps commit to small actions which they can take to make a significant contribution to one of the Global Goals to make your environment a much better place to be. You could try setting up a schedule that would allocate time to do participate in your favourite pastimes. |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next | Publish your goal as a photo | Once you’ve decided what you really, really want to commit to, to make your world a better place, write your goal in big font on a poster-sized piece of paper… take a photo of yourself holding the poster… using the hashtag #whatireallyreallywant – text your photo to 5811. You could send us your photo at [*info@hltv.co.nz*](mailto:info@hltv.co.nz). This could be a fantastic thing to share with your teachers and classmates back at school.  In our next session we will focus more on how technology can be used for good, so stay tuned in.  Ka kite |