Home Learning TV – Junior Project – Tuesday 26 May

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| **Segment lesson planning details** |  | |
| Title for segment: | Supermarket Superheroes 2 | |
| Year levels *(e.g. Yrs1 – 3)*: | Yr 2-6. Social Sciences/ visual arts | |
| NZC learning areas: | Arts | |
| Purpose of lesson:  (What learners will learn) | Students will:   * Identify how to show appreciation to a local hero * Identify a way to represent their ideas as a piece of creative art | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | * Design and make a superhero * Identify and use key phrases that match their character | |
| **Segment production details** | | |
| Equipment requirements: | Whiteboard, Powerpoint, paper, pencil, colouring pencils, felt pens | |
| Copyright requirements:  Please be specific: Source(*Seven Sizzling Sausages* by Sam Smith –url link to the source), intended use (to demonstrate alliteration), and length (timings for video clips) | None | |
| **Segment links and attachments *(list all links to recordings or attachments, the source and confirm that copyright permissions are granted)*** | | |
| Links to recordings /resources | From previous lesson:  Banksy image <https://www.instagram.com/p/B_2o3A5JJ3O/?hl=en>  Maui <https://www.pinterest.nz/pin/533958099551780643/>  Moana <https://www.stuff.co.nz/entertainment/film/83649833/moana-points-the-way-forward-for-actor-diversity> | |
| 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 | *[5 min]*  *Recap on prior learning around identifying a superhero’s key traits. Outline the context of the lesson ahead.*  *Show PP #2.* | Bula Vinaka, Fakaalofa lahi atu, Fakatalofa atu, Kia orana, Mālō e lelei, Mālō nī,Talofa lava,kia ora katoa, a big pacific welcome to you all. *Hello there again, it’s great to see you.*  *Remember last time we met we were discovering why our Supermarket workers are like Superheroes.*  *Remember at the end of that activity we decided that we were going to create a Supermarket Superhero next time we met. Remember also that I asked you to bring some things to the with you next time so that we can create our Supermarket Superhero,*  *Well I hope you have got your paper to draw on (or something similar like the inside of a cereal box), a pencil, a rubber and some colouring pencils or felt pens. If you have then we are ready to go.*  *Get help from someone else at home if you need to – I know lots of us need to.*  *Don’t worry of you haven’t got these things, watch along with me and try our lesson later on.* |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning | *PP#3*  *Referencing home situations/ prior learning/ engaging whānau*  *Activity= 10 min*  *Purpose here is to build an understanding and appreciation of those people in the community who work in the service industry and hat they do for us.* | *In the last segment we thought about superheroes from the Pacific and the rest of the world.*  *We thought about people such as Moana, Maui, Batman, Wonder Woman.*  *We talked about their special powers and character that makes them heroes.*  *We talked a lot about all the special people in our lives who are doing things to help the people of Aotearoa – do you remember?*  *You might have someone in your whānau who is doing essential work – someone who stacks shelves/ delivers goods/ is a nurse/ a driver/ a check out operator. Do you?*  *Well, if you do, you must be really proud of them right now.*  *Ok, so now let’s go through these steps shall we, and lets work together to create our Supermarket Superhero.*  *So Step 1 is to give our superhero a name and write that at the top.*  *I am calling my superhero Chaya the Checkout Operator.*  *Presenter completes these tasks as they give instructions*  *Now Step 2.*  *Ok now let’s draw our character. Leave room at the bottom of your sheet and at the sides for some words but make your character take up most of your sheet.*  *Don’t forget to ask for help from someone at home if you are a bit stuck.*  *If you want to you can draw your character flying or running but just standing there is great as well. I’m creating a character who is a wheel chair user.*  *A circle for the head. An oblong for the body. Arms and legs, hands and feet [draw these as simple shapes – and / or work from PPT)*  *Now put a face on your character.*  *Wow you are doing so well. Ka pai e hoa.*  *Time for Step 3. All good superheroes have a costume. So give your character a cape and a mask, a Covid mask like in the Banksy picture.*  *Now give them a smock of shirt and put a name tag on there because all supermarket workers have a name tag.*  *You could think about a korowai or a kākahu even – many, many cultures have different types of ceremonial wear for important people – can you think of any?*  *Ask at home.*  *Now give them a lavalava, trousers or a skirt and maybe have them holding some healthy food like taro, or a kumara or an apple.*  *Yay.*  *Now on one side of your sheet .Write the word ‘Superpowers’ and below that list what superpowers your character has, Chaya is super good at maths, Super fast , super strong at restocking shelves.*  *[Presenter writes these down as an example]*  *You can use these words as well or add your own, it is up to you.*  *Don’t forget to ask for help from someone at home if you are a bit stuck.*  *Now on the other side write the word ‘Traits’. I know that this is a new word, but it means what they are like as a person.*  *Chaya is helpful, brave, humble and kind.*  *Again you can use these words or add your own.*  *Almost there. Now the last step.*  *At the bottom of the sheet say what your character is when they are not being a Supermarket Superhero because you can’t be a superhero all the time can you, not even Batman does that.*  *Chaya is a school student so that is what I am writing here.* |
| **Respond**: Providing opportunities to use and practice | *Reminder of what they have achieved this lesson and for whom.* | *There look at what we have done. We have created Supermarket Superheroes. Aren’t we wonderful and aren’t they wonderful?*  *Did you need to get help?*  *I often help my students in class and they help me – don’t forget to ask for someone at home to help when you need it. Artists often collaborate with others.* |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next | *Recap on what makes a good hero and instructions on what they could do with their art.* | *I’ve just had a really good idea. What is the point of creating beautiful art unless we share it, just like Banksy did?*  *Why don’t you take your picture down the supermarket next time you go and give it to one of the Supermarket Superheroes in your supermarket? If you aren’t going to the supermarket yet then ask the adult in your home who is doing the shopping to do it for you.*  *Remember heroes are kind, this would be a really kind act and a way of saying a big thanks to the Supermarket Superheroes who have been so brave through Covid.*  *Kindness is a very important personality trait that we may look at in an activity in a couple of days’ time.*  *Wow so far today you have been an artist who is presenting their work and a kindness hero, not bad!*  *Ka kite ano toku hoa.* |