Home Learning TV – Senior Literacy   
  
– Wednesday 27 May

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| **Segment lesson planning details** |  | |
| Title for segment: | My town My identity | |
| Year levels *(e.g. Yrs1 – 3)*: | Years 7-10 | |
| NZC learning areas: | English/Social science | |
| Purpose of lesson:  (What learners will learn) | Explore and understand ways that identity, belonging and connection to place are presented through images and video | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | Students will:  Identify and interpret ideas about belonging, identity and place from images and video | |
| **Segment production details** | | |
| Equipment requirements: | Pen and paper  Whiteboard, marker pens  Strips of paper or card. | |
| 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) | Source (Manurewa High Students take up the challenge by Stuff news) - url links to the source, intended use (to explore and understand identity), 1min 10secs. <https://www.stuff.co.nz/auckland/local-news/manukau-courier/102101739/myidentity-manurewa-high-students-take-up-the-challenge>  Getty images – see below attachments | |
| **Segment links and attachments *(list all links to recordings or attachments, the source and confirm that copyright permissions are granted)*** | | |
| Links to recordings /resources | 1. <https://www.stuff.co.nz/auckland/local-news/manukau-courier/102101739/myidentity-manurewa-high-students-take-up-the-challenge> 2. <https://hereoora.tki.org.nz/Videos/Te-marae/Turangawaewae-What-is-a-marae>   (2.5 mins, use entire clip) | |
| Attachments  Images that portray home towns/cities/regions  The carrot is Ohakune  The bridge is Huntly – going over the Waikato river  The building is in Dunedin |  | |
| **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 mins)**  Note from Vision writers  Remember to cater for those students who may find writing a struggle eg; UDL approaches.  - Choose to design their own  - Use of voice over to help scribe their ideas  - Use of visuals to assist with the terminology – eg a visual to prompt – an example being a light bulb | Activating prior learning/introducing context for learning:  Teacher introduces purpose of lesson and explains success criteria.  Teacher shares graphic about belonging from previous lesson.   |  |  | | --- | --- | | *Identity* | | | *What I know already* | *What this means for me and my whānau/fono?* | |  |  |   Teacher shows images one at a time. Invites students to think about why these might be important to people living in this area. Discuss each image emphasising the link between place and identity. Discuss the use of a symbol, like a carrot versus an historic building etc. | *Greetings in Te Reo Māori, Pasifika and other ethnic greetings e.g.; Kia ora, Talofa lava, Malo e lelei, Bula vanaka, Kia orana, Namaste…..* *In the previous lesson we explored ideas about identity. What do you remember about identity? What does this mean in your whānau/fono? What does it mean to you? Two things I will add for my brainstorm are xxxx and xxxx – teacher to use ideas from lesson 1 to add here* *Today we will explore ideas about the unique identities of the towns and cities we live in and the ways that these are represented. We will be thinking about what makes our own town/city unique and how this influences our sense of belonging and identity and that of our family and friends.*  *Are there certain places in your local community that are important to you and your whānau? They might be special to you for different reasons. They might be buildings or natural features. Or they might be places that have a cultural significance for you and your whānau.*  *Let’s have a look at a few images from different towns and cities around New Zealand to get you thinking about the way that we make links between places and our sense of belonging/identity.*  *Here are the ideas I noticed, we can add some of these to our prior knowledge diagram:*  *Image 1: Carrots are important to this town history.*  *Ohakune is known as the carrot capital of NZ.*  *Image 2: Tainui Bridge represents Rāhui Pokeka or Huntly – connects both the west and east sides in Huntly. The Waikato River is strongly connected to Waikato Tainui iwi.*  *Image 3: Dunedin Train station represents ……unique historical building.*  *Ask - how did you go?*  *Give feedback - Kei runga noa atu koe! (you’re great, you’re on to it!)* |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning  **(8 mins)** | Teacher writes focus question on whiteboard to support active listening:  Qu How do the students explain identity?  Students listen to the recording twice. The first time to think about the information and the second time to note main ideas in relation to the purpose for viewing.  <https://www.stuff.co.nz/auckland/local-news/manukau-courier/102101739/myidentity-manurewa-high-students-take-up-the-challenge>  **Teacher modelling**  Teacher shares her notes.  Teacher invites students to compare their ideas with hers: emphasis on key words and main ideas in an abbreviated form.  Reinforce what we are learning about today  Teacher shares an image of her town/city that holds significance for her and discusses. | *Now that we have explored a few of the ways that our connections with place can be represented let’s hear from some Manurewa High School students. Our reason for viewing this short clip is to further explore ideas about identity and belonging.**Focus Question: How do the students explain identity?**I’ll show the video twice. The first time listen closely for ideas about identity and belonging. Then I’ll play the video again and this time record the main ideas shared by the students. We’ve practised this form of note-taking in previous lessons. The idea is not to copy everything word for word but to think about which ideas are the most important. Which ideas would help us to answer our question?**Show video from Manurewa high school**What ideas about belonging and identity did you identify? Here are the ideas that I recorded. You might have slightly different ideas! Let’s compare.**e.g. I heard Sally talking about community, family and the importance of heritage and culture**I heard Amber talking about acceptance – and accepting each other**Both of these two school leaders talked about having* *strong cultural identity and being proud of the where they live.* *Say - we might like to add some of these to our diagram about belonging (from previous lesson). Let’s do this now. Did you have different ideas?*  *Ka pai*  *These students were clearly proud of where they live. I wonder what image of their town they might select to represent their sense of belonging? What do you think?*  *At the beginning of our lesson we looked at several images from around NZ. Different towns have different images that represent the unique identity of their area – for example I come from xxxx and this area is known for xxxx*  *When I think of an image that captures something meaningful to me about my place I think of …. [show image]. This is meaningful to me etc….*  *Let’s have a look at a building that is unique to Aotearoa. Images of marae are familiar to most New Zealanders.* |
| **Respond**: Providing opportunities to use and practice  **(8 mins)** | Guided practice – selecting relevant information from a video  **Focus question for viewing:** (show on screen)  How does a marae support a sense of belonging and identity for Māori people?  Students choose a method for identifying and recording key ideas to answer the focus question.  Teacher models notetaking and shares ideas post video.  <https://hereoora.tki.org.nz/Videos/Te-marae/Turangawaewae-What-is-a-marae> (use entire clip - 2.5 mins) | *Marae have a very important role to play in promoting a sense of place and belonging for Māori people. In the short video we are about to watch, Brian Morris explains the role of marae in promoting a sense of belonging and connection to place. He explains the concept of tūrangawaewae.*  *Let’s practice identifying key information from the video to answer our question:**How does a marae support a sense of belonging and identity for Māori people?*  *You might want to record ideas by creating images or taking notes. If there is someone else watching with you then you could try different ways of recording the ideas in the video and compare them afterwards.* *I’m going to use strips of paper and record one idea per strip. I’ll share my ideas with you. The good thing about using strips of paper is that I can move my ideas around easily. This is useful to help organise ideas if I was going to write a summary of the text afterwards.* |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next | Students could take photos of places of significance. Talk with whānau about significant places in the community.  Ask your friends or members in your bubble to share their ideas and thoughts about places in the community that they have a special connection with/are important to them. | *In this lesson we discussed images relating to the identity of towns, heard ideas about belonging from two students and developed our understanding of the importance of marae in creating connections and a sense of belonging. Belonging means different things to people.**What is unique to the identity of the area in which you live…? What images represent the area in which you live? You might like to talk with your family about buildings, places or people in your area that are important to your family.**Think about – what your town means to you gain a sense of belonging from places/buildings in your town that are important to you.* |