Home Learning TV – Senior Project   
  
– Wednesday 27 May

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| **Segment lesson planning details** |  | |
| Title for segment: | History counts | |
| Year levels *(e.g. Yrs1 – 3)*: | Yr 7-10 L5 | |
| NZC learning areas: | Social Scienes | |
| Purpose of lesson:  (What learners will learn) | The students explore way that people and groups keep their culture alive. | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | Students will communicate the significance of an artefact or taonga of their culture to others.  Students will relate taonga or artefact selected to NZ life. | |
| **Segment production details** | | |
| Equipment requirements: | Whiteboard, pens, example of a Venn diagram. Powerpoint | |
| 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.rnz.co.nz/international/pacific-news/384780/students-say-polyfest-reflects-cultural-diversity-of-nz>  The Arts, Dance, keeping the alive culture  Source: TV NZ   - <https://www.tvnz.co.nz/one-news/new-zealand/tagata-pasifika-auckland-dance-school-helping-samoan-girls-learn-their-culture> **3:20min whole video is relevant** | |
| **Segment links and attachments *(list all links to recordings or attachments, the source and confirm that copyright permissions are granted)*** | | |
| Links to recordings /resources | <https://www.rnz.co.nz/international/pacific-news/384780/students-say-polyfest-reflects-cultural-diversity-of-nz>  The Arts, Dance, keeping the culture alive Source: TV NZ  - Tagata Pasifika: The Auckland dance school helping Samoan girls learn about their culture <https://www.tvnz.co.nz/one-news/new-zealand/tagata-pasifika-auckland-dance-school-helping-samoan-girls-learn-their-culture> **3:20min whole video is relevant** | |
| 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 | *Introduce learning and link to theme*  *Give a brief definition – after a few seconds thinking time*  *Make connections to prior learning and knowledge*  *Reiterate learning – make connections to home/learner*  *Making connections* | Kia ora koutou, talofa lava(presenter please include further greetings if comfortable)  In our learning today, we connect again to the big idea of identities and how we can keep our identity and culture alive. We’re moving in to examine culture and the way this is expressed through stories and connected to peoples’ identity. But before we jump into that we need to think just what culture is.  If you had to explain culture to someone what would you say it is?  (Formal definition) The ideas, customs and social behaviour of a particular group of people?  I think cultures means…  you might have a whānau culture – that could be shown through a meal or dish you have on special occasion or how you celebrate birthdays  New Zealand is a country made up of many cultures – being a Kiwi encompasses many cultures, we are diverse. Many identities are expressed through culture and show our diversity. We also have our identities as Kiwis.  Our learning today is going to be exploring ways that people keep their culture alive, one way that people and groups do this is through taonga or treasures – things that they value highly – it could an artefact – an object or it could be dance or music or art. Can you think of any examples?  Before we start I want you to think of something in your house that might be special to you and your whānau – it could be an object, or it could be a waiata you sing at special occasions.  Just keep that in the back of your mind while we watch this. If you have thought of somethings |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning | Prompts for learners thinking Tagata Pasifika: The Auckland dance school helping Samoan girls learn about their culture <https://www.tvnz.co.nz/one-news/new-zealand/tagata-pasifika-auckland-dance-school-helping-samoan-girls-learn-their-culture> **3:20min**  Show or have up on PPT or written version the whiteboard to draw a table - structure learners thinking.   |  |  | | --- | --- | | Food |  | | Clothes |  | | Customs |  | | Traditions from the past |  |   Introduce PPT with examples of artefacts  Powerpoint slide 2,3,4,5,6  Introduce presenter’s own artefact | This is intended to spark your own thinking as I know that you will have your own identity and taonga that your culture and whānau value but this should start you thinking about things and how people keep their culture alive. We’re going to watch a video about song girls keeping their culture alive. Watch carefully and take note of the different reasons people felt it was important to them.  Tagata Pasifika: The Auckland dance school helping Samoan girls learn about their culture.  What were the different aspects of culture you noticed in the clip?  Think about the following: food, clothes, customs, traditions the way people do things, what is important to them, what’s come from the past that is valued.  What did you notice were key things they expressed about their culture? What were the reasons for wanting to take part? I noticed some people saying…  You could see how important the dance class was to the people involved – they were reconnecting and learning about a taonga from their culture  Another way that people keep their culture alive is through artefacts. What do you think an artefact is?  Christine came to NZ from India when she was a child – these are some of the important or valuable artefacts from her past   * This could be optional//use PPT or presenter own artefacts   Talk about it Include why this is important, why you value this and how it is representative of your identity. |
| **Respond**: Providing opportunities to use and practice | Link to learning intention  Involve student participation – provide options about how it can share learning  Choice of materials and expression  Critical choice of what to include | Now lets look at what you might have through about or found in your house… lets have a closer look at what you have chosen – if you haven’t got anything yet that is okay – some of these questions might prompt your thinking and help you choose a taonga  Do you see anything similar to the taonga you have selected or another part of your culture anywhere in your town or city? (I’m thinking of food, Pasifika patterns, festivals, religious places etc)  To help us think about your taonga I’m going to give you two possible activities.  The first is to make an oral history of your taonga.  Oral history is a really important way of passing down knowledge. It involves getting people with strong knowledge to share their stories. Find someone in your whanau with knowledge of your taonga, where it comes from what it means etc.  Are there links to your family or whakapapa? Reinforce that they are telling a story in another way through a taonga or artefact.  Ask them questions until you think you have a really strong understanding. You might need to write it down or you might just have to remember it really well. You might need more than one person to get the whole picture. Once you’ve got that understanding make sure you share it with other whanau members or back to the experts, that’s how we keep the traditions alive.  The other option is to create some art: a drawing, painting or song, about your taonga and how important it is to you.  You could share this with someone in your whanau |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next | Debrief prompts student’s reflection on learning outcomes and process  Guide whānau  Includes opportunity to share learning or learn together with whanau, HLTV or others   * Reiterates the task if done outside of the lesson * Introduces ‘independent learning’ through a provocation | Let’s check back with what we were learning today – we were learning that there are different ways that people keep their culture alive  Did you find an artefact or taonga of their culture and share it with others?  I’ve also enjoyed looking closely about taonga and artefacts and thinking deeply about their significance especially in New Zealand.  Ka kite enjoy telling your stories |