Home Learning TV: **Junior Project Day 11**

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| **Segment lesson planning details** |  | | | | |
| Title for segment: | Sharing Kai | | | | |
| Year levels *(e.g. Yrs1 – 3)*: | Yrs 1-6. Social Sciences / The Arts - Visual Art | | | | |
| NZC learning areas: | Choose an item. | | | | |
| Purpose of lesson:  (What learners will learn) | Students will understand that sharing Kai in NZ is special and the whole process can help us feel like we belong | | | | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | -use a flow chart to convey a set of instruction  -be able to describe why sharing kai is special  - create a meal menu and an invitation for someone to share kai  - understand how kowhaiwhai patterns can be used to represent belonging | | | | |
| **Segment content/context details (as appropriate)** | | | | | |
| Māori specific content i.e. the learning draws on Mātauranga Māori: | Sharing of Kai and how it helps us belong | Pacific specific content i.e. the learning is focused on Pacific knowledge: | |  |  |
| **Segment production details** | | | | | |
| Equipment requirements: | Power point, flow chart, card, black and red pens, pencil, ruler, scissors, Karakia | | | | |
| 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) | All resources have photos from Getty or are my own images from my phone | | | | |
| **Segment links and attachments *(list all links to recordings or attachments, the source and confirm that copyright permissions are granted)*** | | | | | |
| Links to recordings /resources | Karakia PDF doc <https://bpac.org.nz/BPJ/2008/August/docs/bpj15_tikanga_pages_46-47.pdf>  Powerpoint separate document | | | | |
| 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 | *What do they already know about how sharing Kai? How does it make them feel? When do people do it? Why? Does everyone do it? What do we do here in NZ?*  *Celebration and recognition of cultural differences*  *Checking prior knowledge*  *Reflection*  *Visualisation* | | *Welcome back to Junior Project – it’s lovely to see you all again.*  *Greetings in te reo Māori and at least one Pacific language (Monique to keep track of this)*  *In our last programme we looked at making Rēwana bread.*  *It looked and tasted delicious.*  *Did you check with anyone at home if they knew how to make it too?*  *We also thought a bit about all the good bugs in bread – and yeast too.*  *We remembered that we should always be thankful for where our food comes from. Those wonderful essential workers that have stayed working in supermarkets during lockdown are also people we need to thank during this time. We are also grateful to our whānau who have cooked and cared for us too.*  *People from around the world give thanks for their food in many ways, and food is eaten and shared in many ways too. Sometimes people say a prayer called ‘Grace’ before* ***and*** *after eating, sometimes people sing before eating, sometimes they light candles or ring bells. In Samoa before a food prayer you might say, Se'i fai le lotu - let's say grace.*  *In France before eating they might say* Bon Appétit  *In Japan they say the phrase “itadakimasu*“, which means “I graciously receive”. *These varied food customs around the world give people a sense of identity and belonging.*  *I wonder what you do at home?*  *Here in New Zealand, some people like to say a Karakia before eating their Kai like this one: (Presenter says it-link to pdf version in resources for clarity, also included in PPT)*    *(Take a bite of Rēwana bread, if possible, If not show image on PP). Imagine you are eating a slice of that delicious looking Rēwana bread right now that has just come out of the oven. What images come into your head as you eat it? (pause) Warm bread makes me think of my family. Can you remember how much love went into Ripeka Crawford’s preparation of this bread when you watched the video yesterday?*  *Have you ever made food for someone else? Did everything go right during the baking? Or did you have to ‘debug’ something?*  *I love the feeling of sharing Kai. The last time someone shared Kai with me was (****presenter shares memory****)....During time in our bubble I really miss sharing Kai with my friends and whānau. But why do we do it? I wonder if everyone enjoys sharing food around the world. I know that some children have told me that they miss morning tea at school with their friends and some miss shared lunches with their teacher. Some children are also missing shared kai at their Marae, church, or big family meals with their whānau.*  *People say the taste of bread is the taste of ‘home’, it helps us connect to our people. That’s about belonging. Remember, we talked about belonging last time too? We also remembered that there are lots of types of bread. Some use yeast and some don’t. The Rēwana bread uses?.…that’s right, potato water and*  *Sometimes yeast – every whānau has a different recipe.*  *I wonder what different types of bread people like to eat around the world?*  *I’m going to show you some images of bread. When I name a country see if you can guess which bread would match it...*  *Show images of 6 breads with their names on screen (see Power point slide from Getty images)*  *Answers:*  *Naan bread – India*  *Pretzel – Germany*  *Baguette- France*  *Cornbread - USA*  *Tortillas – Mexico*  *Coconut bread - Tonga*  *What type of bread do your family like to eat?*  *It’s great tasting food from around the world. I noticed how busy the take-away shops were when we moved to level 3. Some people queued in their car for over two hours to get their favourite meal!* | | |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning | *Following a flow chart to make a card for a Karakia using Kowhaiwhai patterns* | | *Today we are going to be following a flow chart to help us make a karakia card. We are going to decorate it with a Kowhaiwhai pattern and add our own Karakia to the middle.*  *If you don’t want to say a karakia before you eat, you could make a menu card for your shared feast.*  *Kowhaiwhai patterns are traditionally found on maraes. They help the iwi tell a story of their ancestors. Each shape and curve is not only decorative but also represent a story.* Nature is often the inspiration for these beautiful and stunning patterns which are often found on the rafters of the meeting houses. (see examples on PP).  If you don’t want to use kowhaiwhai patterns, you could use other images of nature of pictures of plants, flowers and leaves, like you might find on a tivaevae quilt or a tapa cloth. (see examples on PPT).  *We are going to use a flow chart right now to follow instructions.*  *Do you remember what a flow chart is or what it’s for?*  *Monique to recap.*  *You might want to get more help from someone else at home for this work – lots of artists do – we call it collaboration.*  *Flow chart (see power point)*   1. *Gather your materials: a cereal box, scissors, black and red pens, pencil and a ruler. If you don’t have these, you could use just a ball point pen or even string. Remember to get help if you need it.* 2. *Cut squares from the cereal box that are about 5cm by 5cm.* 3. *Draw a shape on the card that touches all four corners.* 4. *Cut the shape out.* 5. *Test each shape before you commit to your design by drawing around them and flipping each shape over after you have draw around it and see how it looks.* 6. *Then use the card template to continue to decorate the page you want for your Karakia or menu card* 7. *Colour alternate rows red or black and leave some areas white.* 8. *Once your page is looking decorative, write out your Karakia or menu in your best handwriting and stick it in the middle of your decorated card*   *Sharing Kai has been a long tradition for New Zealanders. The act of it helps people feel they belong. Manakitanga is about caring for someone in the best way that you can to create a sense of belonging.*  *For Māori if someone attends a hui whether it be a wedding or a tangi it is the kai that is remembered and talked about the most. The kudos that comes with providing a tasty, plentiful kai is instilled especially in the older generation.*  *There are also some Tikanga principles around sharing Kai especially in the marae.*  *Everyone on the marae is in a special state of being* (tapu)*. Sharing kai removes the specialness and brings everyone together in a ‘common’ state* (noa)*. Karakia serves the same purpose as grace. It is to give thanks for the provision of food,*  *This tikanga is to ensure the safe transition of visitors on to the marae, it lifts the tapu from a person and blesses them so that the restrictions of being tapu are lifted. That can they be as one with their hosts and are no longer strangers. The sharing of food is a symbol of this lifting.*  *What traditions does your family have around eating and sharing Kai. How are they similar or different? Do you feel like you belong when you are sharing kai with your family and friends?*  *Think about why kai is so special to us.*  *Talk about it at home, and watch how happy everyone is at home when you enjoy a meal together.* | | |
| **Respond**: Providing opportunities to use and practice | * *Making a menu up with an invitation for a post lockdown whānau feast* * *Sharing Karakia’s that they use in their homes or finding one they might use in future* | | *Having something to look forward to is important – we needed that didn’t we as we looked forward to going back to school or visiting friends and whānau?*  *Maybe you would like to try one of these activities,* ***or*** *all of them if you enjoy a challenge. Make a menu for someone and plan to invite them to a feast.*  *Then design and colour and invitation stating where it is, what to wear and what food to bring. Send in some of your colourful invites so we can have a look.*  *You can create a menu that has a visual image or picture for each food you are going to make and eat. Draw or cut pictures out of magazines or leaflets from the letterbox.*  *Don’t forget to ask for help from someone at home – it’s always great to collaborate. Especially when you are using scissors and special materials for making.* | | |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next | *Debrief prompts student’s reflection on learning outcomes and progress*  *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* | | *Today we have learned that our beautiful land can offer us a wonderful bounty of food. We know that people around the world have a variety of ways to share food using customs and traditions that help them feel like they belong.*  *We know that kai is special to us in Aotearoa and all over the world. And that it creates a sense of belonging – breaking bread together.*  *Next time we will be looking in more detail at our land. Discovering what other things make Aotearoa such a special place to live!* | | |