Home Learning TV – Middle Literacy – Day 15

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| **Segment submission** | | | | |
| Programming slot (segment type):  *e.g. Middle Science & Maths* | *Middle Literacy/language* | Intended screening date:  *e.g. 15/04/2020* | |  |
| **Segment lesson planning details** |  | | | |
| Title for segment: | Identity | | | |
| Year levels *(e.g. Yrs1 – 3)*: | Years 4-7 | | | |
| NZC learning areas: | English | | | |
| Purpose of lesson:  (What learners will learn) | To understand what makes up your identity, that your identity can be developed and shared through stories and to recognise that everyone’s identity is unique  Locate , evaluate, and integrate information and ideas in a video and through poetry  Focus on key vocabulary/phrases and make inferences from what they hear and read | | | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | 1. Learn about a person’s identity by observing a video interview and listening to their stories   Analyse a bio poem and reflect on how someone’s identity can be shared through this medium   1. Explore their own identity through asking questions and sharing stories   Create a piece of work to illustrate their identity  Understand that information is not always explicitly stated | | | |
| **Segment content/context details *(as appropriate)*** | | | | |
| Māori specific content i.e. the learning draws on Mātauranga Māori: | Unpacking understanding of identity and understanding messages are not always explicitly stated | Pacific specific content i.e. an example of a Bio Poem written and reflecting a student’s Pacific identity | | The video shares Scarlett, a 10 year old, interviewing her dad who is a professional rugby player and asking questions to learn more about him. He talks about belonging to a team where players of many cultures come together in their shared goal of playing rugby well together. |
| **Segment production details** | | | | |
| Equipment requirements: | Whiteboard  Video  Power point | | | |
| 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 work is original - Poem and charts  Video clips x4 | | | |
| **Segment links and attachments *(list all links to recordings or attachments, the source and confirm that copyright permissions are granted)*** | | | | |
| Links to recordings /resources |  | | | |
| 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  (2 mins 30 sec) | Presenter - Greetings etc.. She could be holding a rugby ball!!  Share the Success criteria for the lesson  Setting the context – developing shared understanding of what identity means  Frontloading new vocabulary. | | Kia Ora, and welcome to Papa Kāinga TV.  How exciting to think that we are now in Level 2 and that we are all going to be able to play and watch sport again. Do you belong to a sports team or do you love getting outside to play a game of touch or backdoor cricket with your mates?  Our goals for today are to   * learn about a person’s identity by observing a video interview and listening to their stories * analyse a bio poem and reflect on how someone’s identity can be shared through this medium * explore our own identity through asking questions and sharing stories * create a piece of work to illustrate our identity * understand that information is not always explicitly stated   Today we are going to watch a video of a professional rugby player to learn a little bit about him. His 10 year old daughter Scarlett is going to interview him. I wonder how she will go?  Before I tell you who we are going to watch, apart from Scarlett that is, I want us to think about what identity is.   1. Today we are going to learn about a person’s identity by observing a video interview and looking closely at a bio poem. While we are looking at the video and the poem, I want you to be thinking carefully about your identity and what makes you unique. You might like to talk to your whānau too. They may have some more ideas or stories to tell you about what makes you special. Also think about the people and places that are important to you. It would be great if you shared your ideas by making a video or writing a poem. You could do this about your own identity or like Scarlett, you could interview someone in your family to learn about their identity. I would love you to share this with me.   Let’s begin by brainstorming:  ‘What Is Identity?’  I looked in the Dictionary and it says: who a [person](https://dictionary.cambridge.org/dictionary/english/person) is, or the [qualities](https://dictionary.cambridge.org/dictionary/english/quality) of a [person](https://dictionary.cambridge.org/dictionary/english/person) or [group](https://dictionary.cambridge.org/dictionary/english/group) that make them different from [others](https://dictionary.cambridge.org/dictionary/english/others)  Can you think of any words that could describe identity?  (pause/think time)  So.. somebody’s identity could be about them being ….  **Writes:**  Unique  Individual  Distinct  Self  Character  Personality | |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning | Preparing to watch the video  Locating , evaluating, and integrating information and ideas  during and after watching videos to clarify an understanding of identity  Making connections to students and their identities.  Making sense of what we read  Teacher uses think out loud to model the writing process  Locate,evaluate and integrate information to draw a conclusion about the identity of a Pasifika student from reading a Bio Poem | | Ok, I’m sure you have been waiting to see who Scarlett is going to interview.  It is Andrew "Andy" Ellis.    He is a New Zealand rugby player whose position is half back or number 9. He currently plays in Japan for Kobelco Steelers, and has played for the Crusaders, Canterbury and the All Blacks.  While you are listening I want you to think about what Andrew tells us about himself and what is important to him. Will we learn something about what makes Andrew unique, about his personality, about his identity?  **Video in “supporting material videos”**  We are learning lots about Andrew. Are you noticing things about Andrew in the way he talks and laughs with Scarlett. Your identity is not just about what you say. There are things about Andrew that he doesn’t directly tells us but we are still learning more about his personality.  Let’s listen some more. I wonder who has helped Andrew throughout his life?  **Video in “supporting material videos”**  Sometimes when you want to find out about a person you can give them a list of things you want them to talk about. Scarlett did this too, by sharing this chart with her dad.  So what are some of the things Scarlett wanted her dad to think about, we can see that she wanted to him to think about his  **cultural background**- in here might be information on where he comes from or what special traditions are celebrated in his culture, what language he speaks, what other things do you think might go under this heading?  **Beliefs and values**- these are things that are really important to us, it might be a belief in a certain God for instance, it could be valuing whānau/family above all other things. Think about what beliefs and values you and your whānau have.  **My strengths**- these could be things I am really good at like sport or it might be something I do such as being supportive of other people. There are lots of things we can record here aren’t there. Think about some of your strengths. Share them with someone around you.  **Significant people in my life**- who are the important people in your life it might your mum and dad  **Hopes and dreams-** what do you want to happen in your life in the future.  **Habits and Behaviours-** this really makes us think about selves critically, one of my habits is a lovely big coffee latte each morning while listening to the morning news. What habits do you have?  Do you think this would get a lot of information on someone? Let’s see how Scarlett’s Dad answers the questions.  **Video in “supporting material videos”**  What advice does Andrew give his children about playing sport?  **Video in “supporting material videos”**  Great advice Andrew. Get out and have fun! I like that.  Identity is made up and influenced by many things. People are important in influencing your identity. Can you recall 3 people that influenced Andrew’s identity? (pause/think time)  Can you think of 3 people that are part of your life and how they have influenced your identity in a positive way. (pause/think time)  Were their groups and places that were important to Andrew? (pause/think time)  Are their groups and places that have an impact on who you are?  (pause/think time)  What groups do you belong to?  (pause/think time)  Scarlett listened carefully to what her dad said and recorded the information she heard. We certainly learnt lots about what makes Andrew special and gives him his unique identity. It wasn’t just what he said it was the way he said things too.  We learnt lots about what you need to do to be a successful rugby player. I didn’t know you had to do all that writing and making notes to prepare for each day. Listening to Andrew I know he works hard and sets himself goals that he sticks to. But I also noticed he has a good sense of humour and has fun.  We can learn about people’s identities in lots of different ways. Just like Andrew, Maifea tells us lots about himself, but through a poem.  Let’s have a look at Maifea’s poem?  Read poem  What is Maifea’s background? What does he feel has shaped his identity? Can you relate to any parts of this poem? How? Why?  Let’s look closely at this poem. What can we learn about Maifea’s identity?  I think Maifea is proud of his Samoan culture and who he is. There are some clues in the poem that have helped me draw this conclusion.  When he talks about things he does with his family he sounds happy. It makes me smile when I read this line.  He’s confident and is able to talk about the things he fears  But he is also daring and brave.  After reading Maifea’s poem I feel I know lots about his identity. Do You?  So we have learnt that you can learn lots about somebody’s identity by asking them questions, listening carefully to their stories or reading what they write about themselves. Sometimes you have to listen and observe carefully and read between the lines to work out what somebody is telling you about themselves. | |
| **Respond**: Providing opportunities to use and practice | Students challenged to reflect on their own identity or someone of interest to them and record this information in an interesting and appealing way. | | What about your identity? Could you write a Bio poem and include who you are, where you are from, interests and hobbies, and likes and dislikes.  You may wish to talk to your whānau about the stories, people, groups and places that influence your identity.  Perhaps you could be an interviewer like Scarlett and make a video. You could share this information on a chart like the one we have just seen, through a poem or on a piece of artwork, poster, song, descriptive writing, newspaper article, or information booklet. | |
| **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*   *Guide whānau* | | So lets look at our goals for today, do you remember what they were?  Our goals for today were to   * learn about a person’s identity by observing a video interview and listening to their stories * analyse a bio poem and reflect on how someone’s identity can be shared through this medium * explore our own identity through asking questions and sharing stories * create a piece of work to illustrate our identity * understand that information is not always explicitly stated   Do you think we have achieved our goals?  Well we heard all about one person’s identity through a video interview- Andrew Ellis.  Then we analysed a biopoem by Maifea Faumuina as we reflected on his identity.  We started to explore our own identity and we will continue to do this at home as we work on a biopoem about ourselves.  What do you think?, I think we have achieved our goals.  I would love to hear from you if you have challenged yourself to explore your identity. Sharing stories with your whānau is a great way to learn more about your identity. Does your family have special celebrations and rituals that you enjoy together? You could text or email them into me at [info@hltv.co.nz](mailto:info@hltv.co.nz) or text to 5811. Ka kite anō au i a koutou! | |