Home Learning TV: Middle Literacy/Language – Day 16

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Segment lesson planning details** |  | | | |
| Title for segment: | Fairness for women | | | |
| Year levels *(e.g. Yrs1 – 3)*: | Years 4-7 | | | |
|  | Social Scienes | | | |
| NZC learning areas: | Social Sciences | | | |
| Purpose of lesson:  (What learners will learn) | Consider the fight for fairness undertaken by (two) women in Aotearoa (women’s rights) and to think about the ways we can all take action for making change. | | | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | Today students will learn:   * how 2 leaders stood up for the rights of girls and women * about actions that bring about change * skills we use to persuade others | | | |
| **Segment content/context details *(as appropriate)*** | | | | |
| Māori specific content i.e. the learning draws on Mātauranga Māori: | Particular Māori content, on Dame Whina Cooper, and the 1975 Māori land March. | | Pacific specific content i.e. the learning is focused on Pacific knowledge: | Although, students will be encouraged to think about ways they can take actions in their own community there is no specific Pacific content in this lesson. |
| **Segment production details** | | | | |
| Equipment requirements: | PPT, whiteboard | | | |
| Copyright requirements: | Reference to Go Girl by Barbara Else and specific use of one text (Kate Sheppard) available to the public on the Penguin NZ site.  NB ensure following is displayed: © Chris Else, artwork by Sophie Watson, from Go Girl, Puffin, 2018( included on attached PP slide)  Available online through the publisher penguin <https://www.penguin.co.nz/articles/1836-go-girl-profile-kate-sheppard> | | | |
| **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 | Powerpoint | | | |
| **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  (4 mins) | Setting the context – fairness  Front-loading some key phrases  Providing the purpose  (Time 3-4minutes) | Tēnā koutou katoa, Talofa, Malo ni, Fakaalofa lahi atu and hello to everyone again.  In our next few lessons we are focusing on social justice. As we do these lessons I would like you to think about what you are learning and how you could use this in your own life and world to make change happen.  **\*\* presenter\*\***  Have you ever said ‘that’s not fair?  Maybe you have said it to a brother or sister that has got something you wanted to have. Maybe you’ve said it to your whānau when they’ve told you that it’s bedtime and you don’t want to go. We say **‘that’s not fair’** when we think we are not being treated fairly.  Many people in Aotearoa think that we should be a country that is fair for everyone. We have laws to make sure that this is the case and that some people are not advantaged over others. But sometimes groups of people decide things aren’t fair for them. They might be a group with similar viewpoints , so they all get together to make a plan for change. Sometimes there are leaders that step forward to lead this change.  We might say that together we are Standing up for what we believe in. Or that we are Campaigning for our rights. Today we will learn about two leaders Blazing a trail for others to follow. who knew how to Persuade others.  ( **\*\*WHITEBOARD\*\*** Presenter writes these 4 **highlighted** phrases on whiteboard as she is talking).  Leaders needs to represent all of the voices of others in a group and they need to persuade others to stand up to unfairness with them. It usually it takes a good thinker and a clear speaker to lead others. Perhaps you have been a leader for something in your whānau or group of friends? If there are things that you believe are not fair, then one day you might want to be a leader of action for change. Let’s look at how 2 great women Leaders in Aotearoa managed just that.  **\*\* Go to powerpoint\*\*Slide 2** Today we will learn:   * how 2 leaders stood up for the rights of girls and women * about actions that bring about change * skills we use to persuade others   **(Nb Powerpoint Slide 1 is title slide and not referred to in these notes)** | | |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning  (12 mins) | Front-load what is going to be covered and the role of the 2 subjects as trailblazers.  Introducing first text  Noticing and drawing attention to:   * meaning of the text, * the relevant skills of leadership * actions undertaken to bring about change   Introducing the second text  Noticing and drawing attention to:   * meaning of the text, * the relevant skills of leadership * actions undertaken to bring about change   A summary of the key ideas.  (10 minutes)8mins | **\*\* presenter\*\***  We have had some famous women politicians and prime ministers leading our country like and Jenny Shipley, Helen Clark, and now Jacinda Adern. We also have many famous women writers, artists, rugby players, forestry workers, lawyers, such as Katherine Mansfield a famous author and Kiri te Kawana a famous opera singer and Dame Valerie Adams an Olympic shotput champion. There are also many women who have stood up as individuals to make things better for others.  But today, we’ll hear about two special women that have had a big impact on fairness in Aotearoa, and on the rights of girls and women. I’m talking about Dame Whina Cooper and Kate Sheppard. They have made it easier for the men and women who have followed them. They were women leaders who took actions to persuade others.  **\*\* Go to powerpoint\*\* Slide 3** I’m reading today from an anthology of stories written by a NZ writer, Barbara Else, for students in New Zealand so that they learn more about the past. (An anthology is a book with lots of short stories put together.) Barbara’s anthology is called **‘Go Girl A Storybook of Epic NZ women’** and she has chosen a group of women from NZ who have done extraordinary things to be included in her book..  **\*\* presenter\*\*** This is how Barbara explains the women in her anthology…  *They strove for their goals. They weren’t afraid to step up or speak out. They blazed a trail for others to follow. The book was written to show that YOU can join them!*  Let’s see how 2 women blazed a trail for others, and showed special leadership for fairness  Nō Ngāti Manawa, Te Kaitutae ō Te Rarawa mē Taranaki. Māori Activist and Rangatira  Dame Whina Cooper. She is our first epic woman.  **\*\* Go to powerpoint\*\* Slide 4** \*\***Presenter reads the text aloud\*\***  *Te Rārawa leader and woman of mana,****Dame Whina Cooper****spent her whole life campaigning for fairness for the Māori people of Aotearoa. She wanted to improve the circumstances of Māori women and children and she set up organisations to achieve this. In 1975 Whina inspired a famous hīkoi or protest march from the Ngāpuhi area in the North of Aotearoa all the way to parliament in Wellington. She wanted to take action about the loss of Māori land. That’s a walk of over 1,000 km in 30 days, stopping overnight at 25 marae to break the journey. She was 80 years old, but inspired everyone by leading the march from the front. On arrival at Parliament, a power of oratory (talking) and an ability to persuade others to take action was clear.*  **\*\* presenter\*\***  Dame Whina Cooper acted against unfairness. Did you notice her leadership skills and the actions she inspired?  \*\* presenter Refer to the 3 bullet points in the powerpoint and repeat: We learned in the story that:  Whina Cooper spent her whole life campaigning for fairness for the Māori people of Aotearoa.  She inspired a famous hīkoi or protest march to the government in Wellington.  We also heard that she was a great leader because of her ..power of oratory (talking) and an ability to persuade others to take action.  So… What about our second epic woman, Kate Sheppard? How did she blaze a trail for others? For this story we have to go a long way back in time until the late 1800s. At this time things weren’t fair for women, they could not be owners of property, they did not have the same education and they could not travel freely. Most importantly, they could not vote. Not having the chance to vote meant that women had no chance to influence laws or choose a government. We can’t even imagine the unfairness of this now. So Kate Sheppard led a revolution to help to change the world..  **\*\* Go to powerpoint\*\* Slide 5** Let’s hear Kate Sheppard’s story from the ‘Go girl’ anthology. \*\***Presenter reads the text aloud\*\*** *Far away in England lived little Kate. When she was 16, her father died. She had an older sister already living in Christchurch. So her mother brought Kate, another sister and two brothers on the long, dangerous voyage by sailing ship to New Zealand.* *Kate had a good education for a woman in those days, and loved to argue for justice. She thought alcohol made men neglect their wives and children, and caused poverty and illness. So she joined the Women’s Christian Temperance Union to campaign against it. Kate was a good and intelligent speaker. She needed to be — the Temperance Union got into dozens of arguments.*  *People believed women were too fragile to ride bicycles. But Kate joined the first all-women cycling club in Christchurch. ‘Outrageous!’ the stuffy ones cried.*  *She decided tight corsets and long skirts weren’t sensible, and went riding in knickerbockers, with no corset at all. ‘Shocking!’ the stuffy ones cried even louder.*  *‘It would be unwomanly for women to vote in elections!’ roared many men. Some women agreed: ‘We rely on our husbands to choose the politicians for us.’*  *Kate smiled politely and thought Rubbish.*  *In 1888, with wit and common-sense she wrote: Ten reasons why the women of New Zealand should vote. She organised three petitions about it to Parliament. The first was in 1891. It had no effect. The next was in 1892. Still no effect.*  *Then in 1893 nearly 32,000 women and men signed a third petition. There were 547 sheets of signatures.*  *Kate glued all of the pages together. She wound them up around a broom-handle and sent it to Parliament. It was carried into the Debating Chamber and tossed so that it unrolled down the long central aisle — it hit the end wall with a thud.*  *That very year New Zealand became the first country in the world where all women could vote.*  *Kate kept arguing to make life better for women and children. During her lifetime, the newspapers often printed letters and articles both for her and against.*  *But when she died, the Christchurch Times said, ‘A great woman has gone.’*  **\*\* presenter\*\***  Kate Sheppard acted against unfairness. Did you notice her leadership skills and the actions she inspired?  We learned that: Kate Loved to argue for justice and she Wanted to make life better for women and children. She eventually Organised three petitions full of 32,000 signatures on 547 pages which were unrolled from a broom-handle down the middle aisle in parliament. Can you imagine how spectacular that would have looked? We also learned that Kate had skills to persuade. She was a good and intelligent speaker and she could write well with wit (that’s like humour or cleverness) and common-sense  So what is common to both of these amazing women was their skill of leaderhip and the power of their words.  **\*\*presenter has the sentences below in italics previously written on some strips of paper to show\*\***  If you’re wondering about the type of words that are good to use if **you** want to be able to persuade and convince others about your point of view, try using powerful words like these:   * Words that will create a connection to others – Try saying; *You can make a difference*, *I know you can do this…* * Words that show your emotion or feelings - *I strongly believe, We must do this, (or perhaps) We should agree..* * Words that show importance *- It is really important, it should be our priority …* * Words that show urgency – *We must act now*, *there is no time to wait ..* * And finally, Words that show a reason for our thinking. We will be more successful persuading others if we provide a reason or evidence to support our thinking; *Let’s do it because.., There is evidence that shows …*   Perhaps you could practice using some of these words next time you think someone is being unfair to you or others you know. | | |
| **Respond**: Providing opportunities to use and practice  (4 mins) | Reference back to the purpose of the lesson.  Summary  Application of the key ideas to students own lives. | **\*\* presenter\*\***  Did you notice the similarities in leadership ability by both of these women we have learned about today? There is something common to all of the women in the Go Girl anthology.They are able to talk well and they can write well so their ideas are followed and understood. They are able to persuade others to their point of view and take actions to change things. They are all leaders and we value their ideas.  Specifically We heard about the actions of two epic women;  Dame Whina Cooper who led a hīkoi or protest march to parliament and  Kate Sheppard who collected many signatures to make a petition so that women would get the right to vote.  ( **\*\*WHITEBOARD\*\*** Presenter refers to the 4 phrases written on whiteboard at the start of the lesson).  So we learned about Standing up for what we believe in. Or Campaigning for our rights.  we learned about two leaders Blazing a trail for others to follow. And also about how they were able to Persuade others.  Do you remember our goals for today? That’s right to learn   * how 2 leaders stood up for the rights of girls and women * about actions that bring about change * skills we use to persuade others   Do you think we have achieved our goals? I think we did 😊  **\*\* presenter\*\***  If these two epic women had been alive today, I wonder what they would still think was unfair? How would they go about taking action for change now?  Perhaps they’d be social media influencers.. or perhaps they’d have their own websites, They might still be writing, perhaps opinion pieces or letters to the editor in the newspaper.  I think whatever actions they took, they would still have the wonderful skills of leadership and power with words that they showed. It was these skills that set them apart so that others would follow.  I wonder if you know about any recent petitions or hīkoi against unfairness?  I wonder if you or your whānau are involved in anything that improves the fairness to others?  We have a strong history in Aotearoa of standing up for things we believe in. Your whānau may be able to give you some examples if you ask them.  Is there anything you would like to change?  Are there any groups of people you know doing some important things that you could join up with?  You might like to read the book we explored today do you remember the title?  That’s right it is Go Girl by Barabara Else. You could find out about the other inspirational women in this book.  Women such as Janet Frame and Margaret Mahy who are famous authors. Merata Mita a famous film maker, Lucy Lawless, an actress and Rita Angus an artist. Te Puea Herangi a leader in the kingitanga movement. Nancy Wake, who was known as the ‘the White Mouse’ and was part of the French resistance movement during world war 2.— and many more.  My goodness! What a lot of epic women we have in Aotearoa New Zealand! I hope you enjoy reading more about them 😊 | | |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next  **(1 min)** | *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* | We have a strong history of standing up for things we believe in. Your whānau may be able to give you some examples if you ask them.  Ask your family to tell you about:  Someone in your whānau who has stood up for their rights or campaigned for things they believed in.  Perhaps you can tell your whānau you learned about Whina Cooper and Kate Sheppard, and what you learned about them today.  We would love to hear about some of your ideas, you can contact us at [info@hltv.co.nz](mailto:info@hltv.co.nz) or text to 5811.  Good luck and thank you **..(adlib)** conclusion. | | |