Home Learning TV: Junior Project

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| **Segment lesson planning details** |  | | | |
| Title for segment: | Inclusion | | | |
| Year levels *(e.g. Yrs1 – 3)*: | Yrs 1-6. The Arts / Health & PE | | | |
| NZC learning areas: | Choose an item. | | | |
| Purpose of lesson:  (What learners will learn) | Students will learn to:   * Explain the importance of inclusion as part of social justice * Follow instructions to make and play a game * Self-assess using a checklist | | | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | * Identify elements of inclusion * Make and play a game fairly, include others and take turns * Self-assess using a checklist | | | |
| **Segment content/context details *(as appropriate)*** | | | | |
| Māori specific content i.e. the learning draws on Mātauranga Māori: | Referencing **Matariki**  Referencing ***Whai***  Using a range of te reo vocab | Pacific specific content i.e. the learning is focused on Pacific knowledge: | | Referencing **Makali‘i**,  Referencing ***Taulafoga*** |
| **Segment production details** | | | | |
| Equipment requirements: | Paper, pencil, 8 counters having four of one colour and four of another (or different coloured stones, bottle tops), string | | | |
| Copyright requirements: |  | | | |
| **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.youtube.com/watch?v=zxlB6CqeE7E> youtube clip of Mū tōrere  <https://teara.govt.nz/> | | | |
| 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  [2.5 minutes] | *Greetings*  *Refer to Prior Learning and sessions – social justice and playing fair*  *Recap of Prior Learning*  *Prompting to introduce today’s learning task*  *Activating Prior Knowledge.*  *PowerPoint #2*  *Motivation for task.* | | *Welcome back to Junior Project – it’s so nice to be with you all again.*  *Greetings in te reo Māori and at least one Pacific language (Monique to keep track of this)*  *Kei te pehea koe? How are you today?*  *In a recent lesson, we looked at some traditional Māori and Pacific Island games. We looked at a* ***whai*** *and* ***taulafoga****.*  *It was great fun making our own games.*  *We also thought a lot about how to play game fairly.*  *It’s important isn’t it?*  *Like* ***whanaungatanga –*** *strong relationships. We’ve been talking a lot about friendship haven’t we?*  *I am sure you all played some games during lockdown. Maybe with others in your house. I know I really enjoyed playing cards with everyone in my bubble. It was interesting to see how competitive we all became!*  *When we were playing cards, it was important we listened to each other (****whakarongo****) and pay attention to how others were feeling, even if we wanted to win!! We took turns and listened to everyone. It wasn’t a nice feeling when someone ignored you -* ***whātuturi***  *Today we are going to keep thinking about playing fair, i****nclusion*** *and taking turns. Remember the term* ***social justice****?*  *That’s right, it’s about:*   * *Friendship* * *playing fair* * *including others, taking turns* * *considering other people’s feelings*   *All those things are important parts of* ***social justice****. Ka pai?*  *Who do you like to play games with? Why? For those of you who participated in the lesson when we played and learned about traditional games – did you play with them again afterwards?*  *Did you enjoy it? I hope so.*  *Show PowerPoint slide 2 - let’s have a look at a picture of a family playing a board game. What do you notice? pause*  *Yes, they are all* ***hari****, happy! Maybe someone has just won?*  *One great thing about board games is that everyone can be involved. This is a great example of i****nclusion****.*  *Many traditional games involved all the whānau – notice in the pictures that there are older people playing with younger ones. Pause again to look at the picture.*  *Are we ready to demonstrate* ***whanaungatanga*** *- showing positive and meaningful relationships today? I am sure we are!* | |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning  [4 minutes] | *Refer to Prior Learning and sessions*  Show Powerpoint slide #3  *Making cultural links*  *Refer to skill being learnt / practised.*  PowerPoint slide #4  *Visualisation*  *Connect to Prior knowledge*  *Transparency in learning intentions* | | Today we are going to make and play a traditional Māori Board game called **Mū tōrere**  We are also going to think about how we can include others in our games.  Teacher writes the name on the board and pronounces the word: **mū tōrere**. - let’s say it together again **mū tōrere**. Have you heard of this game?  Before we make the game and learn to play it, we are going to remind you about an important event that is happening in June.  I wonder if anyone knows what this is? Whānau – do any of you know what could be happening in June that is special?  Pause... Show Powerpoint slide #3.  Did any of you get that right? Have you talked about this at home or at school? Yes, its **Matariki.**  Matariki is a star cluster, which is known world-wide and treasured in Aotearoa, New Zealand. This signals the beginning of Māori New Year. This star cluster is visible to the naked eye from most parts of our planet, and has many different names. In English, it is called the **Pleiades** (its ancient Greek name) or the **Seven Sisters**. The Hawaiian name is **Makali‘i**, or ‘eyes of royalty’, and in Japan it is **Subaru**, meaning ‘gathered together’.  We don’t have time to go into the various visual arts like kites, food harvesting, celebrations etc related to Matariki today (although it would be wonderful if we had time for that too). The relevance of **Matariki** is that the stars and star shapes were often the inspiration for traditional Māori games. **Mū tōrere** was one these.  It’s a game with a long, long history behind it and existed a long time before Europeans arrived in NZ.  **Mū tōrere** is played on a games board *("****papa takaro****"),* or scribbled into clay or sand. We have been thinking about **social justice** recently. One important element of **social justice** is everyone having access to certain things - like games. If people cannot afford to buy expensive games, there should be alternatives available. Traditional games in most cultures used every day, readily made objects like: sand, stones, shells, sticks etc.  Show PowerPoint slide #4 showing noughts and crosses being played in the sand with shells and seed pods.  If we create games using every day objects everyone can be **included** in playing games and learning the important skills of being fair, including others and taking turns.  You could get someone at home to help you if you are not able to do this alone – working with someone else is always fun!  Let’s looks at the skill of self-assessment we have been using in recent lessons. Let’s look at the first part – show PowerPoint slide #6 and we could tick whether we understand how important **social justice** is – by having games we can play using everyday objects, so we don’t need to buy expensive board games.  Teacher ticks one of the box. Could you tick this box do you think?  Yes I think I definitely know how important social justice is. Like *Like* ***whanaungatanga –*** *strong relationships.*  Friendship and care for one another helps us to support social justice. | |
| **Respond**: Providing opportunities to use and practice  (7.5 mins – if the video is used) | *Active learning*  *Collaboration*  *Step 1 Step 2*    *Step 3*    *Visualisation*  *PowerPoint slide #5*  *PowerPoint slide # 7*  *Bottle tops Counters*    *This 50 sec* [*video*](https://www.youtube.com/watch?v=d245zyM4aoQ) *show some students in a class playing the game which could be shown*  *PowerPoint slide #7* | | So, let’s get going and make the **Mū tōrere** board.  Don’t forget to get someone to help you.  You are going to need some paper, something to write with, and some counters. If you don’t have counters you can use bottle tops, small stones or other objects around the house. If you don’t have paper and something to write with you could use sticks or string. Whānau – can you please help get these things together? If you have 8 bottle tops the same, just put a mark on 4 of them so there are two different sets. Teacher to model with 8 bottle tops.  Because we care about **inclusion**, we want everyone to join in. We make sure everyone feels welcome and joins in. Taking turns is part of inclusion too. Making sure everyone has a voice and is listened to. Maybe your school has a value about **inclusion** and you can explain what it means to someone in your home.  Ok. We have all the materials we need now? Ka pai  We are going to follow these instructions to make our **Mū tōrere** board game. You will definitely need some help, that’s all part of the fun.  ***Step 1.*** We are going to draw four lines intersecting. If you don’t have paper and pencil, you could use 4 pieces of string. Teacher draw four lines on a piece of paper.  ***Step 2***. Make the edge points look like stars, whetū. Teacher demonstrates this. It doesn’t matter if it is not totally accurate. If you are using string you could imagine the stars. Someone at home may be able to help you.  **Step 3**. Make a centre point. Teacher demonstrates. Maybe if you are using string at home you could find a stone or a bottle top to mark the centre. You might like to draw circles on each of the star points.  How is your board looking? Probably neater than mine, but that’s OK.  Show PowerPoint slide # 5 which shows one ‘correct’ drawn board and one board that you could buy. (if time this would be a good opportunity to reinforce **inclusion** and **social justice** – that anyone can play this game as you do not need the ‘commercial’ version)  By the way there are usually eight points *(****"kewai****")* on a board, although some tribes played with over forty points. There is always one centre point *("****putahi****")*.  Awesome – we now have our board and it is time to learn how to play. This game is played with two people, so hopefully there is someone at home you can play with. If not you will have to be like me and play with my imaginary friend.  Before we play the game let’s look at our self-assessment again. Teacher shows slide #7 and fills in *I can follow instructions to make a board game*  Back to our game  Place four counters of both colours on the stars for like this Teacher demonstrates. As we mentioned earlier. If you don’t have counters you can use bottle tops, shells, stones ... anything you can find.  The game rules are quite simple   * Players take turns to move their counter * Counters can only move from one dot to another if those dots are connected by a line. Teacher demonstrates * A counter can’t move to the middle dot unless it is next to a counter of a different colour. * You **win** if the other player can’t move   *Teacher can either play a game alternating between the two colours or show the 1.32 min* <https://www.youtube.com/watch?v=zxlB6CqeE7E> Youtube clip of Mū tōrere. (This uses Maori occasionally and is a good summary) **OR** play the 50 sec [*video*](https://www.youtube.com/watch?v=d245zyM4aoQ) which was filmed by students in a class.  ***If the video is shown the teacher could give the audience the option of watching the video or playing the game. The video has music only in the background, so the teacher could talk through it.***  How about having a go at playing the game. Remember to talk nicely, take turns and include others in the family if you can. After you play the game think about the last part of our self-assessment. Teacher shows slide # 7 again and completes the last checklist “I can play fairly”. | |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next  **(1 minute)** | *Recap of LI*  *Powerpoint slide # 6* | | Today we had fun learning to make and play a traditional Māori game. How about sharing this game with someone from your school?  Your teacher may like it also, especially as **Matariki** is coming up. Remember, if you are sharing or playing the game to make sure you are **inclusive** and show **social justice**.  And always make sure you get help when you need it, that’s all part of caring for each other, right?  Teacher show the slide #6. I’m going to leave you with an image of two elders people playing Mū tōrere many years ago.  How about asking your grandparents or wider whānau if they know any traditional games. They could show you.  You could possibly make it or video your grandparents/whānau member telling their story about the game, and then in years to come could pass it down to another generation.  *Ok, well that’s all from me today.*  *Looking forward to seeing you all again soon.*  *Farewell in te reo Māori and at least one Pacific language (Monique to keep track of this).* | |