Home Learning TV - Segment submission 

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| **Segment lesson planning details** |  | | | |
| Number and title for segment: | Waka | | | |
| Year levels *(e.g. Yrs1 – 3)*: | Yr 2-6 | | | |
| NZC learning areas: | Arts, Technology | | | |
| Purpose of lesson:  (What learners will learn) | Students will :   * Understand how people navigated to New Zealand * Understand how transportation has changed * Design a waka | | | |
| Success Criteria –  (how they will know when they have learnt it). | Students will be able to  - identify stages of people arriving in NZ  - explain similarities/differences between Maori and Pacific waka/vaka  - make a waka | | | |
| **Segment content/context details *(as appropriate)*** | | | | |
| Māori specific content i.e. the learning draws on Mātauranga Māori: | Māori waka references | Pacific specific content i.e. the learning is focused on Pacific knowledge: | | Polynesian waka /vaka |
| **Segment production details** | | | | |
| Equipment requirements: | *Drinking straws (or thick straw or strips of harakeke flax if you are lucky enough to some), bubble wrap (****optional*** *or light seed pods or cling wrap), bamboo skewers (or bendy twigs), sticky tape (or string or strips of flax) and scissors.*  *Presenter will need to make stages of the model in the studio*  *Presenter will need to show the model floating (in a basin of water)* | | | |
| 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 images are copy right free, from Getty or from <https://teara.govt.nz/>. | | | |
| **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  2 minutes | *Making connections*  *Reminder of previous learning and how the skills might help in the new learning area.*  *Inclusion*  *Introduce new learning area and key skills for this session*  *PowerPoint* | | Bula Vinaka, Fakaalofa lahi atu, Fakatalofa atu, Kia orana, Mālō e lelei, Mālō nī,Talofa lava, Kia ora koutou katoa, a big Pacific welcome to you all.  Hello there again, it’s great to see you.  Haven’t we had fun learning about Aotearoa during the recent lessons. We looked at our stars and shape of our land and then birds that are so important to us all. Today I would like to continue this journey with some knowledge about how people came to Aotearoa.  Have you ever wondered how long people have been living in our beautiful country? We are an island, so I wonder how did people get here?  What is your main form of transport? Do you have a car? Most people in New Zealand have a car now, or have friends who have a car. We have roads to most places too. I wonder when the first road was built? Can you imagine having to walk everywhere?  The way we travel and get from one place to another has certainly changed over time. Have a look at the pictures of some cars. Show PowerPoint slide #2 . Which one do you think is the oldest? What do you notice about the bottom car? Whanau – what is different about this one? Pause. Yes, it is an electric car. I think you would all agree cars have changed a lot over time.  What about boats or planes? Yes they have also changed over time. Change is important, but it is also important for us to see how transport was used in the past and how we can keep some of those traditions alive.  In the past, Māori used waka (canoes) just as we use cars today. New Zealand’s waterways were like roads, running along the coast and up rivers. Waka would be paddled along them, carrying people and goods. | |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning  5 minutes | *How people came to New Zealand.*  *Using natural materials in both Aotearoa and Pacific Islands.*  *Observation and visualisation*  *Cultural responsive*  <https://www.youtube.com/watch?v=S6bRg_vmaqQ&feature=youtu.be>  (1min 39)  *Links to previous lessons* | | Today we are going to look at how people came to the shores of Aotearoa.  The first settlers arrived in Aotearoa in large waka from the Pacific Islands in about 1300. The journey lasted up to a month, and the waka were big enough to carry many people and enough food. These waka were probably double-hulled – rather like two canoes side by side. Māori tribes trace their ancestors from these important waka.  How are waka built? Well, they are made from trees, but that is where it gets interesting. What kind of tress are there to build waka?  Waka are built from tree trunks. In the Pacific Islands, vaka were narrow and not very stable, because they were carved from narrow trees.  Some vaka had outriggers at the side to help keep them steady. Do you know what outriggers are? Whanau can you help out here? Pause. Maybe a picture can help. Show slide # 3. See how narrow this boat is? The outrigger is the part attached to the canoe.  Compared to the some of the Pacific Islands, New Zealand had vast forests of big trees such as tōtara and kauri. Māori built wider waka that were more stable in the water, with no outriggers. There were no motors.  It was important that everyone paddled together when in these waka. Have you ever seen how fast waka can go?  Let’s learn how to do that together. Is there anyone at home that may be able to help you?  Whānau, this is more fun when we have others to say the commands with.  If you have a bench type seat at home, maybe you could straddle that or imagine you are in a waka. You will also have an imaginary paddle Teacher to imitate paddling in the air.  Imagine you are paddling your waka taua following  the commands - let’s say these together:  **1. whakamua (forward) -  2. whakamuri (backward),**  **3. whakamauı (left),**  **4. whakakatau (right) and**  **5. E HOE! (Paddle!).**  Repeat twice with actions – forward, backward, left, right....  Very good .. you did a great job of following the commands.  When we paddle we need to know everyone is **collaborating** – we’ve learnt quite a bit about **collaboration** in the junior project haven’t we?  When we get into the making part of today’s programme I’d really like you to ask for help then too. Artists and crafts people often collaborate. When we work together as one – it’s like paddling a canoe.  Let’s go back to how people came to Aotearoa. The first people to arrive in New Zealand sailed on vaka. Show PowerPoint slide #4 Can you imagine spending a month in a vake/waka like this. We are now going to watch a short video and while you are watching it think about:   * How you would feel if you were on that vaka, half way between New Zealand and a Pacific Island? * How important the ocean is to Pasific people?   Show utube <https://www.youtube.com/watch?v=S6bRg_vmaqQ&feature=youtu.be>  After watching the video – what words did you think of when you saw the vaka sailing in big seas. I think I’d be a little bit scared, because there was some big waves there.  I hope you also learned that the ocean is very important to both Māori and Pacific Islanders.  New Zealand had very few mammals before humans arrived, but had plenty of birdlife. You may recall we looked at New Zealand bird life yesterday. Birds play an important role in navigation as signposts for approaching land. Navigators could hear loud birdsongs as they got closer and closer to land.  If we had time we could look at lots of other things Pacific Islanders used to help them navigate like: stars, sun, wind, ocean animals, kāpehu whetū (star compass) etc. Maybe you could ask your whānau or friends to tell you stories about how their ancestors travelled to New Zealand and if they know of any navigation skills they used. | |
| **Respond**: Providing opportunities to use and practice  9 minutes | Making sure inclusive – materials can vary.  PowerPoint slides # 5-9  Audience engagement  Sucess criteria | | Now you should have an understanding of what a waka is. We are going to have a go at making one today.  Don’t worry if you don’t get around to it – you can just watch me instead and save your ideas up for another time.  If you are going to have a go – please remember to get some assistance – we all need to collaborate – just as we would if we were paddling a canoe!  You are going to need: straws (or strips of harakeke flax if you are lucky enough to some or small twigs), bubble wrap (**OPTIONAL** or light seed pods or cling wrap), bamboo skewers (or bendy twigs), tape (or strips of flax or string) and scissors. Is there anyone at home who get help you get these materials together? Whānau can you please help? Read out the materials again. Thank you  While someone is getting the materials together for you I’d like to go through some different types of waka:  **Waka taua** PowerPoint slide # 5 – these were very long ones (up to 30 metres) and had ornate carvings. Do you know how long that is? They could hold up to 100 people and tended to be used in war  **Waka tētē** PowerPoint slide # 6 - shorter and plainer. They were very common and used to transport goods and people on inland waters and near coastal water.  **Waka ama** PowerPoint slide # 7- you may have heard of waka ama competitions? These have a single waka and an outrigger (remember what that means)  **Waka hourua** PowerPoint slide # 8 - Many Māori and Polynesian people have travelled huge distances in these waka. They have two hulls . These waka can be up to 36 metres long and have either one or two sails.  **Waka kōrari** PowerPoint slide # 9 - more like a raft with a flat bottom. Sometimes there were no large trees to chop down to make wooden waka. These waka were made from harakeke (flax) and rimurapa (bull kelp).  Have you got all the materials together? Ka Pai  We are now going to have a go at making a Waka kōrari.  The first step is for you to **design** your Waka kōrari. These waka had flat bottoms, were very stable when in rough water and floated well.  Let’s have another look at the photo of one of these wakas. Show PowerPoint slide #9 Take a minute to think about how you are going to design your waka with the materials in front of you. While the audience is thinking, teacher could hold up each piece of equipment and pretend to be looking at it deciding on what to do with it. Straws bamboo skewer bubble wrap sticks  Remember, if you don’t make your own waka – it’s ok, I just thought it would be interesting for you to see how I am going to have a go.  Have you got a design? Awesome Whakamiharo  When we have finished making our waka we are going to test it in the sink or basin. If we have made a really good waka it should float, be stable and survive some waves we make in the sink! Can we do that? Of course we can!!  How about you start making your waka. Whānau – can you please help out, especially if anything needs cutting with the scissors. Also, an extra pair of hands is really useful when tying straws or sticks together.  Remember, we all love to collaborate – being creative is all about sharing and learning together.  I’m going to start making my waka. Don’t forget you could have a very different design as you may be using natural materials or variations. ka pai.  Pointing to the picture – I think I'm going to use my bamboo sticks to form the shape of the waka. You may be using bendy twigs, which look more authentic. Then I am using drinking straws for the bottom. You need to bend them slightly to make the waka shape. You could be using flax or small sticks. Teacher tape 4 straws together at the end and attach to the bamboo skewers.  How are you going with tying your sticks together or taping them . I’d just love to see how you are going with your design. Am sure there will be so many different looking waka out there. Just remember one important part of the design – it needs to float!!  As it needs to float, I thought I’d put some bubble wrap on the bottom of the boat ( traditionally, Māori used bull kelp, to help keep the waka floating). What could you use of you don’t have bubble wrap? Maybe some cling wrap with air inside, or a light seed pod. You don’t have to include this part, but it does make it more like the traditional **Waka kōrari.** Teacher tape 2cm by 2cm pieces on bubble wrap on the bottom.  You could use sticks or twigs to make the sides later. Using flax string or string with twigs works too.  Does your waka look a little bit like the picture? Maybe you could make a seat.  Now – how successful is our design? Remember we are going to test it to see how well it floats. Can someone put some water in the sink or hand-basin for you? How about you go and test yours out now? I’ll test mine when I get home as I don’t have a sink here in the studio.  If it didn’t float too well – what could you change? When we design and make something for the first time, it doesn’t always do what we thought, so we have to **modify** our design. | |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next  1 minute | *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* | | Today I explained how people navigated their way to New Zealand. They came in various waka/vaka. They used traditional sailing methods and nature to find their way. The waka are still very important with Māori and Pacific Islanders.  We also designed and built a simple waka. Maybe you could experiment with your design and try other materials? Maybe you could add some carvings or other decorations.  Let’s look back at what we learned today:  We learned:   * How people came to Aoteoroa * How methods of transport have changed considerably over time * Designed and made a **waka kōrari**   II really hope you can join us again tomorrow to look at another aspect of life in Aotearoa.  Until then, keep working on the waka designs and share them with friends and family.  Ka kite ano aku hoa | |