Home Learning TV: Junior Project

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| **Segment lesson planning details** |  | | | |
| Title for segment: | Playing Fair | | | |
| Year levels *(e.g. Yrs1 – 3)*: | Yrs 1-6. The Arts / Technology / Health & PE | | | |
| NZC learning areas: | Choose an item. | | | |
| Purpose of lesson:  (What learners will learn) | Students will learn to:   * Explain the importance of fair play * Understand how playing fair is inclusive and provides social justice * Self-assess using a checklist | | | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | * Identify traditional games from Aotearoa/ Pacific * Create and play a game fairly and include others * Self-assess using a checklist | | | |
| **Segment content/context details *(as appropriate)*** | | | | |
| Māori specific content i.e. the learning draws on Mātauranga Māori: | Traditional Māori games | Pacific specific content i.e. the learning is focused on Pacific knowledge: | | <https://www.thecoconet.tv/coco-kids/coco-kids-world/coco-kids-games-string-games/>  String games with Pacific theme Taulafoga- sport played with coconut shells |
| **Segment production details** | | | | |
| Equipment requirements: |  | | | |
| 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) |  | | | |
| **Segment links and attachments *(list all links to recordings or attachments, the source and confirm that copyright permissions are granted)*** | | | | |
| Links to recordings /resources | Photo of traditional string game  <https://teara.govt.nz/en/photograph/39348/women-play-titi-torea-around-1910>  Video demonstrating string game  <https://www.thecoconet.tv/coco-kids/coco-kids-world/coco-kids-games-string-games/> | | | |
| Attachments | Power point | | | |
| **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  [3 minutes] | *Greetings*  *Refer to Prior Learning and sessions – social justice*  *Recap of Prior Learning*  *Prompting to introduce today’s learning task*  *Activating Prior Knowledge.*  *Motivation for task.*  ***2 minutes*** | | *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)*  *Kei te pehea koe? How are you today?*  *In our last few programmes, we looked at moving and using our bodies, through dance, to tell stories.*  *Remember the Niue legend about Kule and Veka, friendship and manakitanga?*  *You can, great. Can you remember what happened?*  *That’s right, the two friends had a fight over their kai because one of the cranes ate more than their fair share! That’s not very friendly, is it?!*  *Today we are going to keep thinking about fairness and friendship.*  *Kule and Veka learnt they needed to be fair when sharing kai. What other times do we need to be fair?*  *{pause}*  *Did you think about helping at home and doing chores? It’s important that we all do what we can, isn’t it?*  *What about when we are watching tv – do you have a brother or sister or cousin who always gets to choose what you watch on tv? It would be fairer if we took turns to choose, wouldn’t it?*  *You’re right – another very important time to be fair is when we are playing games!*  *That’s what today’s lesson is about – playing fair and including others.*  *I bet you know how it feels when other people don’t play by the rules, or maybe don’t even let you join in!*  *We don’t want anybody to have to feel like that – that's not what social justice is about. Wouldn’t it be better if everyone always played fair and included others?*  *Let’s learn how!*  Is there someone in your family who is always fair and really good at playing by the rules?  Who is your favourite person to play with? It could be someone at home or someone at school. | |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning  [6 minutes] | *Refer to Prior Learning and sessions*  *Introduce today’s learning topic*  *Refer to skill being learnt / practised.*  *Encourage- think/pair/share*  *Presenter models using self-assessment checklist from pwoerpoint*  *Cultural lens on traditional games – involve family and ask what other games they know about*  *Connect to S.C.*  *Teacher model (have sticks and stones to show if possible)*   1. ***minutes*** | | Today we are going to find out about some traditional games from our cultures in Aotearoa and the Pacific.  We’ll be thinking about   * Māori stick and string games * **Taulafoga** from Samoa   Then we are going to think about how we could make sure they are fair by adding or changing the rules, and how we can make sure that we include others.  Then we are going to create our own game.  And remember we have been learning how to check we have been successful by self-assessing against a checklist?  We have a new checklist for you today.  I have a question for you, get someone to help you if you can’t answer them on your own:  Why is it important for rules to be fair? {pause}  1. Avoids having arguments or fights – so we don’t end up like Kule and Veka  2. Maximises the fun!  3. Rules help us understand the game – tika.  What do we need to think about to make sure we include everyone? {pause}  1. Does anyone need help to be able to play the game? (Nod, thumbs up) That’s right, remember we want everyone to be included.  2. Do all players have to play the game in the same way? (thinking out aloud) - What if they can’t run very fast, or they can’t bend down easily? How could we change the rules to let them join in as well? - Maybe we could all agree to move at walking speed, to make it fair. Or we could let that person use a tool, like a stick or a racquet, to help them? Always consider how to make things inclusive.  If you think you can talk about why it is important to play fairly, you can tick off your first self-assessment – let's do it together.  Great job!  Keep thinking about these things and how we could make sure these games are fair and include everyone.  First let’s have a look at a string game: <https://www.thecoconet.tv/coco-kids/coco-kids-world/coco-kids-games-string-games/> [watch from start to 2:15mins.]  I like the way this game can be made from whatever you have lying around the house, it’s also good because anyone can join in.  I know that traditionally Māori **whai** used to be made from **harakeke** (flax). Māori string games are also known as:   * **Whai** * **Huhi** * **Maui**   Whai is also short for **Te Whai Wawewawe a Maui**.  Sometimes people sing or chant rhymes when they play.  It looks like heaps of creative fun.  In Aotearoa we also have traditional stick games called:   * **Titi torea** * **Poi rakau**   When we play we tap and throw sticks to each other in a rhythm  Sometimes singing helps with the smooth flow.  Do you play it at home or school?  Another traditional game I know of is something called **Taulafoga**.  This game uses things around the house.  It was a popular Samoan game where the islanders used coconut shells and a woven mat. The goal was to land your shell right at the edge of the mat without another player knocking off your shell. Often teams would use five coconut shells and play several rounds. The team that had the most points at the end was the winner.  Maybe someone in your whānau can tell you stories about playing these, or other, games when they were younger, or even teach you the waiata or rhyme that goes with it.  Do you think you can talk about some traditional games now?  Let’s check our self-assessment...get someone to help….  How would you rate yourself for this one: “I can identify some traditional games”? Yay, me, too – definitely!  I wonder what we could we use from around the house and garden to create a game?  I’m going to have a go at creating one right now – have you got someone to help, if you need it? Great.  Don’t forget we all need a little help sometimes!  For my game I will need three sticks, and ten little **pōhatu** (stones/pebbles) or pieces of bark per player.  What do you think my game might be? {pause}  Did you guess it’s a throwing game?  Ka pai! | |
| **Respond**: Providing opportunities to use and practice | *Teacher provides model for creating a simple game using materials easily found at home.*  *Refer back to learning intention*  *Consider those less able / older / etc*  *Provocation for task -*  *Clarification prompting to think of a range of materials they could use*  *Connect to being friendly and playing fair and including others*  *Check against success criteria*  *Audience engagement*  ***6 minutes*** | | Here is how you play my game that I made up.   1. Arrange your three sticks to make a triangle shape (this will be where you will be aiming for-like a target) 2. Walk five paces away and place your marker 3. Use your ten pebbles by throwing them under arm at the target like this – (presenter to mock throw) 4. However many pebbles land in your stick target zone is what your score is 5. The other player has a turn and tries to beat your score   What do we need to think about to make sure that the rules are fair? And we can play in a friendly way with others? How can we include others?  {pause}   * Can I stand really close to the triangle and make you stand further away? - that’s right, we need to agree to all stand at the marker, or the same distance away to make it fair. * Can I throw from a sitting position? * Would it be fair if had more stones to throw than you did? * What if we had more than two people? Could they join in too? (this game you can play with as many people as you want to – that makes it very fair and friendly and inclusive.   *Now it’s your turn – you are going to design your own game.*  *What could you use?*  *Can someone help you find....hmmmm....sticks.....plastic containers....newspaper....a ball....*  *Could your game be about jumping...or rolling....or throwing like mine was? You might even sing your favourite waiata.*  *How can you make a game for someone who as to remain seated, or can’t move easily or quickly?*  *That would be fair wouldn’t it?*  *You could design the game with someone in your whānau, in mind.*  *Think about the people who might want to play your game.*  *What rules would you need to make sure it was fair for everyone?*  *Would the adults have to stand a bit further away from the target than the kids?*  *Can someone still play if they don’t want to run or if they need help can they use a tool or another person to help them?*  *I think your game sounds fun!*  *We’ve been using a checklist to make sure we have included all of the right ‘ingredients’ for our learning.*  *What things do we need to include when making up a game that is fair?*  *Think back to what we did.*  *That’s right we need to gather some resources we could use from around us. Then we need to decide on the number of players and some rules. At the end of the game there should be some way of knowing you’ve been successful or scored some points.*  *Let’s check ourselves against our list and give ourselves a tick.*  *I can’t wait to play all of your new games. Who will you play with first?*  *Someone at home? Or someone back at school?* | |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next | *Recap of LI*  ***1 min*** | | *Today we learned that we can invent games using objects from around the house and garden.*  *We also found out the names of some traditional games that are important to us in Aotearoa.*  We know now that:  *-You need clear rules for your game so it can be played fairly*  *- A self-assessment checklist can help us with our learning*  *I hope you have fun playing your new game with your friends and family!*  *Remember to make sure you are playing fair and you include everyone who wants to join in!*  *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).* | |