Home Learning TV: Junior Project 

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| **Segment lesson planning details** |  |
| Number and title for segment: |  Bag of surprises (Enterprise theme) |
| Year levels *(e.g., Yrs1 – 3)*: | Yr 2-6 |
| NZC learning areas:  | English and Science |
| Purpose of lesson:(What learners will learn) | Students will learn:* Describe curiosity
* *That people are curious, and that curiosity sparks new learning about the world around us*
* *Identify our 5 senses*
* *Label a diagram*
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| Success Criteria – (how they will know when they have learnt it).  |  Students will:* *Identify that curious people ask questions and wonder*
* *Use their 5 senses to identify and name everyday objects*
* *Add labels to an image they create (additional follow-up / Homework task)*
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| **Segment content/context details *(as appropriate)*** |
| Māori specific content i.e. the learning draws on mātauranga Māori:  |  Traditional Māori narrative - Māui and the Goddess of Fire  | Pacific specific conte i.e. the learning is focused on Pacific knowledge: | nt Samoa has a traditional narrative/character similar to Maui, named Ti’iti’i. There is a Samoan narrative very similar to Maui and the Goddess of fire that will be referenced to.  |
| **Segment production details** |
| Equipment requirements: | Powerpoint, paper, a reusable shopping bag or similar, a bar of soap and 2-3 other household items |
| 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) | Maui and the Fire Goddess narrative retold by Tania Heke so no copyright permission required Images from Getty images or by lesson authors  |
| **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://youtu.be/Xg62fuKO4Rc>Created by Tania Heke no copyright permission required |
| Attachments  | Powerpoint5 senses images for whiteboard PDF |
| **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 | *Making connections**Set the scene for the new learning area Enterprise. Invite the audience to begin thinking about the new learning ahead.**Presenter raises her hand and wriggles 5 fingers**Beforehand print and cut out the images of the 5 senses from* ***slide 2 of the power point*** *and stick them on the whiteboard or show on the screen. During filming, write the English word on the board beside the image. Verbally give a description of each sense in te reo Māori.**5 mins* | 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 tamariki mā.Today we are going to talk about curiosity. Curiosity is having a strong desire to learn or know something. People who are curious often wonder how or why something works or happens the way it does. Curious people seek answers to questions for the sake of gaining knowledge. Did you know that we have 5 senses? We can use our 5 senses to help us find out more about things we might be curious about. Do you know what they are tamariki mā? Raise your hand up like mine and put a finger down for each of the 5 senses you can name. Our 5 senses are sight, smell, touch, taste and hear. Did you get them all right? Ka mau te wehi- fantastic!*Let's write them up to remind us of what they are.* *We have the sense of Sight. W*e use our karu to see. (Presenter writes sight and karu and points to eyes)Smell. We use our ihu. Our nose to smell things. (Presenter writes smell and ihu on board and points to nose)Touch. We can touch things with our ringaringa - our hands. (Presenter writes touch and ringaringa on board and points to hands)Taste. We pop things into our waha our mouth and use our tongue, our arero to taste. (Presenter writes taste and waha on board and points to mouth)And finally Sound. We use our taringa, our ears to hear. (Presenter writes sound and taringa on board and points to ears) |
| **Learn**: Introducing learningReinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning  | *Introduce activity the children can do at home.* *The presenter should be quite dramatic, look into the bag and then look at the camera and say...**The presenter should choose items that will be easy to describe and found in most homes. Avoid cultural insensitivity by not putting food/kitchen items in the same bag as cleaning materials, hair brushes, or other items used for the body- to be safe just don’t use anything from the kitchen.* *Presenter should exaggerate using your sense of smell by inhaling deeply and describes the scent of the item.**I would suggest using a bar of soap for this activity.***Show slide 3** from the powerpoint (picture of what you need) **Show slide 4** from the powerpoint (picture of senses) *Make reference to the list of senses on the whiteboard by pointing to them.* <https://youtu.be/Xg62fuKO4Rc>1min 30 seconds **Show Slide 5** from the powerpoint (peanut butter picture) **Show Slide 6** from the powerpoint (Tristan’s pēke)*8 mins*  | Are you curious to see what we are going to do today? Let me show you. I have a pēke, a bag that I usually put my shopping in. Inside my pēke I have some surprises from my whare-my home. Perhaps you have some of the same things in your whare-your home? Are you curious to see what I have inside?  I’m going to put my hand inside and using my senses I’m going to describe what I can feel, if you think you know what it is, call out the answer. I am using my sense of touch to feel what is in my bag. (Use clues to describe the item and what it is used for). Pull the item out of the bag.Did you guess that it’s a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tamariki mā? Ka pai! This time I am going to use my sense of smell and my sense of touch to describe the surprise I have in my pēke .Now I’m using my sense of touch, I can feel that it’s smooth all over and fits into the palm of my hand. If I look into my bag, I can use my karu, my sense of sight to see that it is... (add your own description). This item is usually found in the bathroom next to the taps. Have you guessed yet tamariki mā? Āe kei te tika! yes, that’s right, it’s a bar of soap.I wonder if you put some surprises in your bag, if someone in your bubble at home with you, could listen to your 5 senses clues and guess what you have in there? For this task you will need to get a pēke- a bag. You could use your school bag, a kete or a shopping bag like I have. You’ll also need 2 or 3 things from around your whare-your house or even from your garden. While you are getting your things, I will show you some pictures of our 5 senses. Great, have you got what you need? Now we are going to use our senses to describe the surprises in your bag. Start by using your sense of touch. Say out loud what your item feels like? (pause) Now let's try sense of sight. Using your karu, what can you see? (pause) Be careful, don’t let anyone else peep into your pēke-your bag. Do we need to add more clues? (pause)What’s our next sense? Sense of hearing. If you tap, shake or move your item, does it make a sound? (pause) Why don’t you pull your item out of your pēke? Did your bubble person guess correctly? You did a great job of using your senses to describe the item from your pēke-your bag. Ka pai! Let’s watch this video of Tristan and his Mum from their bubble in Hawkes Bay. Tristan has a surprise in his pēke, do you think his Mum will guess what it is?Tristan’s Mum was curious about what Tristan had in his pēke. She asked him questions and he used some of his senses to describe what he had. He surprised her with her favourite spread-peanut butter! Now I have a wero - a challenge for you. You’ll need to get someone in your bubble to help you. Have you got someone there? Ka pai, let’s get started. Your bubble person is going to ask you some questions just like Tristan’s Mum did to help her guess what was in his pēke. Your bubble person will ask you to use your senses like Tristan did. Your bubble person might ask you to use your sense of touch or sense of smell. I want you to think about how you will describe the surprise to them. While you’re having a turn at home, I have some more pictures to show you of the other things Tristan had in his pēke. How did you get on? Did you use your senses to help your bubble person discover what you have in your pēke? Later, you could swap and ask your bubble person to put a surprise in the pēke that they will describe to you using their senses. Sometimes our senses can be heightened. People that are hearing impaired, rely more on their other senses. Because they don’t hear well, they become better at using their sense of sight so they will pay closer attention to things like facial expressions, hand gestures and body language to help them to interpret what people are saying. Some people can even read your lips! That’s really clever, isn’t it?! |
| **Respond**: Providing opportunities to use and practice  | **Show Slide 7** from the powerpoint - title page **Show Slide 8** from the powerpoint –illustration **Show Slide 9** from the PowerPoint- illustration **Show Slide 10** from the PowerPoint- illustration**Show Slide 11** from the PowerPoint- illustration**Show Slide 12** from the PowerPoint- illustration**Show Slide 13** from the PowerPoint- illustrationReflective discussion *7 mins* | I know a story about curiosity and having heightened senses. My story is about Māui and how his curiosity led him to discovering how to make fire. You may have already heard stories about Māui as they have been retold many times over the generations. You may also know stories about Tiʻitiʻi Atalaga who, like Māui, had many adventures in his homeland of Samoa. I’m going to tell you the Māui story as it was told to me when I was a child and I’ll show the pictures my friends at Havelock North Primary School drew for me from their classroom bubble with Mrs Te Whaiti. Are you nice and comfortable? Ok, let's begin. This story takes place long long ago at the pā where Māui lived with his whānau. You probably already know that Māui was a demi-god. He was gifted with super-natural abilities. He was a trickster and his inquisitive nature often got him into trouble. One day, Māui was watching the flames dancing in the fire. He became curious and thought to himself, I wonder where fire comes from? That night when everyone at the pā had gone to sleep, he put all the fires out. He then travelled to other pā and put the fires out there too. In the morning, when everyone woke up and realised there were no fires to cook their breakfast, heat their water and to keep them warm they were confused, wondering what happened? They realised Māui had deliberately put the fires out so the Rangatira – the chief of the pā, told Māui he would have to go to the scorching mountain where Mahuika the Goddess of fire lived. There he would be able to retrieve some fire to bring back to the pā. Yes! Māui thought to himself, I’ll satisfy my curiosity by finding out more about where fire comes from. As Māui set off on his quest, the Rangatira warned him that Mahuika is a good-hearted goddess but if you play tricks on her she will become very angry indeed. As he neared the scorching hot volcano, he could feel the heat of the fire. Soon, he spied a small cave and quietly whispered a karakia to keep himself safe from harm. Māui entered the cave, and all of his senses were suddenly on high alert as the thunderous voice of Mahuika filled his ears and the sight of her flaming body with small black holes where her eyes had once been filled his vision. His nostrils burned with the smell of hot burning ashes as once again, the thunderous voice of Mahuika boomed out “who are you and why are you in my cave?”  Māui shuddered, took a deep breath and shared his pepeha. “Oh, it’s you, Māui Tikitiki-a-Taranga, Mahuika exclaimed. Māui explained that his pā was without fire, that his whānau were cold and needed fire to keep them warm and to cook their meals. Mahuika pulled a fingernail from one of her burning fingers and gave it to him. "Take this fire as a gift to your people.”As Māui left with the fingernail of fire, he thought to himself, what if Mahuika had no fire left, then where would she get her fire from?Māui couldn't contain his curiosity. He quickly threw the fingernail into a stream and headed back to the cave of Mahuika. He explained that he had tripped, and the flame had gone out. Mahuika was kind and she gifted Māui another of her flaming nails. Once again, he extinguished the flame and returned with a tale of how a fish splashed water on him and the flame went out. Māui continued this several more times until Mahuika had given him all but 1 of her toenails. When Māui returned yet again, Mahuika was furious! She knew she had been tricked! The cave burst into a raging inferno of flames, Māui ran for his life with Mahuika close behind him. He changed himself into a hawk and escaped to the sky, but the flames burned so high that they singed the underside of his wings, turning them a glowing red. Mahuika took her very last toenail and threw it at Māui in anger. The toenail of fire missed Māui and flew into the trees, planting itself in the Mahoe tree, the Tōtara, the Patete, the Pukatea, and the Kaikōmako trees. These trees cherished and held onto the fire of Mahuika, considering it a great gift.When Māui returned to his pā he didn't bring back fire as his whānau had expected. Instead, he brought back dry wood from the Kaikōmako tree and showed them how to rub the dry sticks together forming friction which would eventually start a fire. The villagers were very happy to be able to cook their food once more and to have the warmth of their fires at night to comfort them.END OF STORYDid you enjoy the story tamariki mā? Māui satisfied his curiosity by going on an adventure to find the origin of fire. Did you know that the Kahu, the native hawk of Aotearoa, still retains the red singed feathers on the underside of its wings? A reminder of curiosity and trickery getting him into mischief with the fire goddess. Did you notice what five senses Maui experienced when he entered Mahuika cave? Can you remember what he saw? (pause) her tiny black holes for eyes? What could Maui smell? (Pause) the burnt smell of fire – have you smelled burnt toast before in your kitchen? I imagine that’s what it smelled like in the cave of Mahuika. What can you smell right now? (pause) What can you see outside your window? (pause) Using your curiosity and all of your five senses can help you learn new things! |
| **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**2 mins* | Today I explained that curiosity encourages people to ask questions and find out more information about things they wonder or are interested to learn more about. We also used our 5 senses, sight, taste, smell, touch and hearing to play a guessing game using items we found around our whare-our house. Let’s look back at what we learned today:We learned:* That curiosity is about wanting to know more
* That curious people wonder about things and ask questions about how or why something is the way it is
* About our 5 senses and how sometimes people have heightened senses

If you get a chance to tune in, or watch again on demand, over the new few days we will be exploring creativity. You’ll have an opportunity to get creative by drawing and making circle patterns, we’ll also be looking at some buildings and designs from around the world to inspire our own creativity. Until then, you might like to start being creative by drawing a picture of Māui and Ti’iti’i with the goddess of fire. You could even add some labels that describe what your senses would be noticing, too.Ka kite anō tamariki mā.  |