



A learning from home pack

For learners in years 1–3

Theme: Citizenship | Kirirarau

Context 1: Manaakitanga, culture and identity

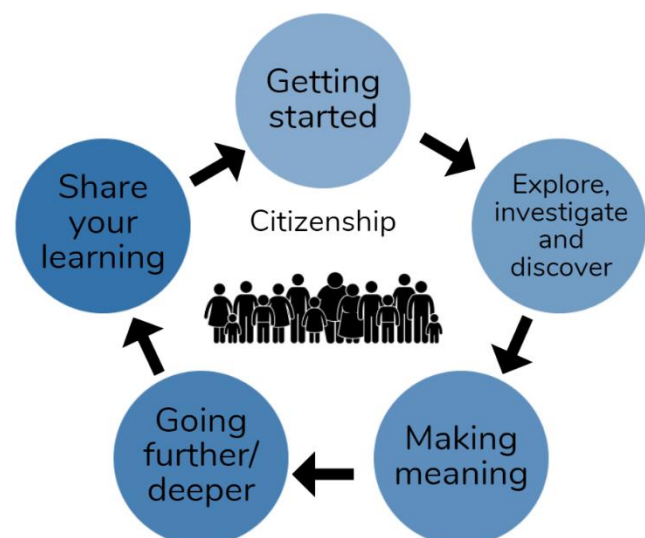
Context 2: Rights and responsibilities

Layout of the resource

This pack is filled with learning activities that can be used at school or at home. All activities are framed around the theme of citizenship | kirirarau.

Suggestions are provided for starting the day with a karakia (see p. 7), check in with the teacher, and setting up the learning environment. You can replace these with how you want your learner to start their day. The pack is provided as a Word document so you can adapt it for your learners.

The activities follow an inquiry learning model (figure 1) exploring one big idea through two contexts. Each day the learner will work through one part of the model culminating with sharing their learning on days five and ten.



Realities

You know your learners and have a good understanding of their learning situations. Many learners will be sharing space and materials. Some may have access to the internet and devices, and others may not. Learners will also have varying levels of adult support. This pack contains a mix of activities using materials found in most homes. Some activities will need support while others can be managed independently.

Resources

The pack uses books from the Ready to Read series. **You might want to send these home with the learner**, along with an exercise book, pencils, crayons, or felts, and some craft materials (glue, scissors, construction paper). Learners can bring their notebook back to class to share. All images have been sourced with permissions for use in this pack. If your learners do not have reliable access to the internet, here are the resources to print and send home to create a paper-based pack if you don't have hard copies of the books

Resources to send home

- <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Helping-at-the-Marae>
- <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Grandpa-s-Birthday>
- <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Chinese-New-Year>
- <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/A-Friend-for-Mateo>
- <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/One-At-A-Time>
- <https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-2-August-2017/Score>
- <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Duckling-Palace>
- <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Guide-Dogs>
- <https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Easy-Peasy>

Setting up the learning environment

Encourage whānau to support learners to set up a space for learning at home. Learners might like to design their own space as a separate learning activity. Some materials they could include pens, pencils, paper, a notebook, colouring pencils, glue, scissors, and a device to access the internet.

Many of the suggested activities and experiences include the optional use of online resources which can be accessed and viewed using a Smartphone.

Overview of the learning in this pack

Citizenship | kirirarau will be explored through two contexts.

1. Days 1–5 look at this idea through the context of **manaakitanga, culture, and identity**.
2. Days 6–10 look at this idea through the context of **rights and responsibilities**.

Learners will explore, investigate, discover, and make meaning as they go through each task. There are times where they look a little deeper into the topic. Some of the tasks may be independent hands-on tasks while some may involve connecting and sharing with others.

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|-------------------------------|----------------------------|---|--|---|
| All about me. | Friends and whānau. | Special things we do and places we go together. | Ways we keep each other safe and help things run smoothly. | Presenting our learning from this week. |
| Day 6 | Day 7 | Day 8 | Day 9 | Day 10 |
| Belonging to a group Rules | Rights Responsibilities | Rights Responsibilities | Being safe Trust | Service to others |

Daily timetable

Below is a possible daily timetable. We have allocated 30 minutes for each activity; your learner may take more or less time than this for an activity. We suggest your learner takes the time they need to complete an activity. This may mean they choose which activities they will complete for the day, rather than complete them all.

At the start of each day the learner will draw up their timetable for learning. You can adjust the timing to suit the other activities that might be happening the day, such as Zooming with the class/teacher.

| Time | Activity |
|----------|-----------------------|
| 9:00 am | Starting the day |
| 9:30 am | Activity 1 |
| 10:00 am | Break |
| 10:30 am | Activity 2 |
| 11:00 am | Fitness break |
| 11:30 am | Activity 3 |
| 12:00 pm | Lunch time |
| 1:00 pm | Activity 4 |
| 1:30 pm | Reflection time |
| 2:00 pm | End of the school day |

Daily fitness – Choose something each day

Include fitness in the learner’s daily timetable. If possible, it would be great to do the fitness activity with your learner or have them complete it with others. Below are activities to choose from – or you can make up your own ideas!

Tama Tū, Tama Ora; Tama Noho, Tama Mate.

Through physical activity we thrive. Through inactivity we languish.

Your learner may prefer to go for a walk or run around their house. They could time themselves for fun! Maybe they’d like to go for a bike ride? Play a game with whānau? Have a boogie to a favourite song? Or do some yoga? It is up to you just get active!

Please note you can change or modify the exercises (in addition to those suggested) if you are not able to do the ones we have suggested, get creative and change it up

ABC

Can you do the exercises that spell out your name?

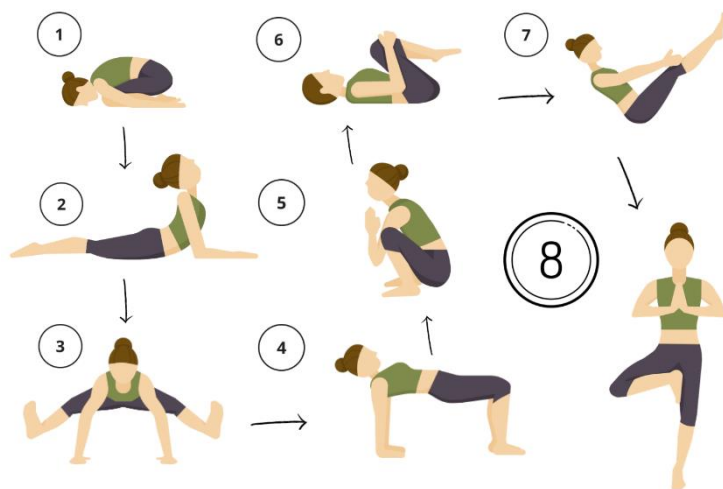
| | | |
|--|---|---|
| A jump up & down 10 times | J balance on your left foot for a count of 10 | S crawl like a crab for a count of 10 |
| B spin around in a circle 5 times | K balance on your right foot for a count of 10 | T walk like a bear for a count of 5 |
| C hop on one foot 5 times | L march like a toy soldier for a count of 12 | U touch your toes 20 times |
| D run to the nearest door and back | M pretend to jump rope for a count of 20 | V do 3 forward rolls |
| E walk like a bear for a count of 5 | N pretend to pedal a bike with your hands | W roll a ball using only your head |
| F do 3 cartwheels | O pick up a ball without using your hands | X flap like a bird 25 times |
| G do 10 jumping jacks | P walk backwards 50 steps and skip back | Y walk on your knees for a count of 10 |
| H hop like a frog 8 times | Q walk sideways 20 steps and hop back | Z do 10 push ups |
| I try to touch the clouds for a count of 15 | R pretend to ride a horse for a count of 15 | |



Stretch it out

See if you can hold each of these yoga poses for 5 breaths.

1. Child’s pose
2. Sphinx
3. Dragonfly
4. Reverse tabletop
5. Yogi squat
6. Happy baby
7. Boat pose
8. Tree



Online options

Red light green light dance party – <https://www.youtube.com/watch?v=2tRCBPk4NMQ>

9–minute workout for kids – <https://youtu.be/oc4QS2USKmk>

Daily wellbeing – Choose something each day

These activities are good to do at the beginning and end of the day but can be done anytime. They can help you get ready for learning, calm your mind and body, and can help you to reflect on your learning.

Gratitude rock

Go for a walk outside and find a rock that you like. You might like it because it is pretty, smooth, or has an interesting texture. Or you could find something else small that you find outside in your walk.

Carry this rock around in your pocket for the day or leave it on your desk where you are working. You could even tie it onto a hair band or string and wear it like a necklace or bracelet.

Whenever you see it or touch it, take a deep breath, and think about at least one thing you are grateful for. When you put the rock away at the end of the day take a moment to remember all the things you were grateful for throughout the day.

You could grab the same rock the next day or go for another walk and find a new gratitude object. You could make a display of these objects and tell someone all about your precious things and what they made you think about at the end of the week.

Gratitude tree

You will need a twig or small branch, some string/wool, something to make a hole in the paper, and some paper.

1. Draw some leaf shapes on your paper and cut them out.
2. Make a hole at the end of the leaf with a hole punch.
3. Think about something you are grateful for and write or draw this on the leaf.
4. Tie the string through the hole and attach your leaf to your branch.
5. Keep adding to your gratitude tree throughout the week.



Compliment cards

This is an opportunity to make someone's day better.

Brainstorm different compliments that you can give someone. Here are some ideas:

- “You make me happy” “You are kind”
“I like your smile” “You are a great listener”



Cut a piece of paper into four and decorate each piece with a different compliment.

Hand these out to people during the day and say the compliment to them. Encourage them to pass on the compliment card to someone else who deserves it. You can make as many cards as you like with different compliments on them, you might even get them given back to you!

Starting each day

Notes for teachers and whānau:

Starting the same way each day helps create a structure for your learner. Your school might have your own way to do this, for example starting the day together as a class on Zoom. In this pack we provide a karakia to settle into the day. Saying the karakia with your **learner** a few times will help them be able to do this more independently tomorrow and beyond. As part of the start of the day and setting up the learning environment, help your learner look through the activities suggested for that day **and choose a fitness and wellbeing activity**. They could fill out their daily timetable and think of other activities they might like to do, like reading.

Remind your learner of when and how to check in with the teacher/you.

Karakia

Here is a karakia to welcome in the day

Karakia mō te Ata https://www.youtube.com/watch?v=3em_puIEjT0

| | |
|--|--|
| Kia hora te Marino Kia whakapapa pounamu te moana Hei huarahi mā tātou i te rangi nei Aroha atu aroha mai Tātou ia tātou katoa Hui e taiki e! | May peace be widespread. May the sea be like greenstone; a pathway for all of us this day. Let us show respect for each other, for one another. Bind us all together. |
|--|--|

Planning my day

- Have you chosen which activities you will do today and in which order?
- Remember to choose a fitness activity (see p. 5)
- Have you chosen a wellbeing activity? (see p. 6)
- Have you done a 'Wellbeing check-in'?
 - How are you feeling today?
 - How do you feel about your readiness to learn this morning?
 - What do you need extra assistance with today? Who could you get to help you? What strategies could you use to help make your learning more effective?
 - What would you like to do as a quiet time activity to end your day?
- Remember to do your Reflection at the end of the day (see p. 8)

Ending each day

Please encourage your learner to do this at the end of each day.

Reflection can be challenging for all learners, but it can also provide them with rich opportunities to think about how their learning is progressing. Use the questions below as prompts to encourage your learner to think about what they have learned so far and help them to plan out their next steps. If you have concerns with their learning or find that your learner is needing more help, contact their teacher for more support.

I am learning to: reflect on my learning, my day and myself

What do I need?

- A notebook or online doc that you can use each day for your reflection activity. We will call this your “reflective journal”
- Materials for your quiet time activity

2 stars and a wish

Stars are things you did well or enjoyed

A wish is for something you want to get better at



Rose, bud, thorn

Rose – one thing you loved,

Bud – one thing you look forward to doing tomorrow

Thorn – one thing that upset you



Glow and grow

Share one thing that you are proud of from your day (glow)

And one thing you would like to work on (grow)



Remember to finish with a wellbeing activity and/or your chosen quiet time activity.

Context 1: Manaakitanga, culture, and identity

In the first five days we will investigate the theme of citizenship by exploring what it means to be a citizen through manaakitanga, culture, and identity.

Manaakitanga, culture, and identity

Citizenship | Kirirarau



Day 1 activity 1: All about me

Notes for teachers and whānau

This week will explore the concepts of belonging and living together in Aotearoa New Zealand. It will begin from the place of helping the learner to describe themselves and the context/s in which they live. It will delve into who they are, what they are passionate about and good at, and their challenges. It will move outwards to the family/whānau structure and explore who makes up their family, the things they like to do, the places they like to go, and other ways they enjoy being together. Through these activities the learner will explore and share ideas about their relationships with others. This links to the broader concept of citizenship in that it starts with learning about being a good family member, friend, neighbour, class member followed by thinking about the roles, rights, and responsibilities of these different identities.

Getting started

In this activity I am learning to: identify things about myself

What do I need?

- 30 minutes
- Home learning book

Remember to start your day right (see p. 7).

Your task

Who are you? You are a special person, and your teacher and friends want to know more about you.

In your book, design your own 'All about me' poster. You can write or draw your responses.

The poster is titled "All about me" in a large, hand-drawn font at the top center. To the left of the title is a blue silhouette of a person's head and shoulders. To the right is a large, horizontal, hand-drawn box with a 3D effect, containing the text "My name is". Below the name box are eight smaller, hand-drawn boxes arranged in two rows of four. Each box contains a question: "My family ...", "My pets ...", "Something I love about school is ...", "Something I love to do is ...", "One thing I love to eat is ...", "A book I love is ...", "A place I love to be is ...", and "Something I want to learn about is ...". The poster is decorated with several hand-drawn clouds and stars.

Day 1 activity 2: Self-portrait

Notes for teachers and whānau

This activity builds on activity 1 by now thinking about physical appearance. Learners will be exploring the learning areas of visual art.

I am learning to: do a self-portrait

What do I need?

- 30 minutes
- Drawing paper OR Your home learning book
- Pencil
- Optional digital *Simple self-portraits*
<https://www.youtube.com/watch?v=FAY5ZMxDteE>

Your task

Let's think more about who we are. No one else in the world looks exactly like you.

What do you look like?

Find a mirror, window, or reflective surface where you can look and see yourself.

If you can, watch the video about *Simple self-portraits* and follow the steps to create your own self-portrait.

If you can't watch the video, here are the steps.

1. Make an egg shape for your head.
2. Add two lines at the bottom for the neck.
3. Draw your ears on the side at the centre of your head.
4. Draw two football shapes for your eyes.
5. Draw the eyes in the centre of your head.
6. The iris should touch the top and bottom of the eyelid.
7. Add eyelashes and pupils to your eyes.
8. Add eyebrows above your eyes.
9. Draw your nose halfway between your eyes and chin.
10. Add your mouth halfway between your nose and chin.
11. Add colour to your eyes and mouth.
12. Add hair.

Day 1 activity 3: Nature self-portrait

Notes for teachers and whānau

Learners will be exploring the learning areas of visual art.

I am learning to: use natural materials to make a picture

What do I need?

- 30 minutes
- Elements from nature (grass, rocks, dirt, twigs, leaves, pinecones...)
- Glue (if possible)

Your task

Go for a roam outside and collect up some things from your natural environment e.g. grass, rocks, pebbles, stones, twigs, leaves, dirt, seeds, pinecones, flowers etc.

Lay them out on your paper to make a portrait of you.

What features can you add to your portrait that helps people to know it is you?



Stick them down if you can.

You may like to take a photo if you can and send it to your teacher or a family member.

Day 1 activity 4: Measurement

Notes for teachers and whānau

Finding out more about you and your body. Learners will be exploring the learning areas of mathematics.

I am learning to: measure using a non-standard unit.

What do I need?

- 30 minutes
- Something to measure with
- Your home learning book
- Something to write with

Your task

Find something you can use to measure with.

It could be a ruler, but if you don't have one it could be a pencil, a block, a fork, a spoon, a felt pen...

Complete the activity in your home learning book:

1. Draw and name the object you are using to measure with.

2. Measure these parts of your body with the object

Your shoulder to your wrist =

Your ankle to the end of your toes =

Your knee to your thigh =

The back of your neck to your waist =

The top of your head to your feet =

The tips of your fingers to your elbow =

3. Answer these questions:

The longest part of my body is _____.

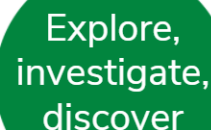
The shortest part of my body is _____.

Remember to do your end of day reflection and wellbeing activities (see p. 6 & 8).

Day 2 activity 1: Describing myself

Notes for teachers and whānau

We looked closely at ourselves yesterday. Today we will look more closely at who we live with and the things that we like to do together. Learners will be exploring literacy: listening, writing, and reading.



Explore,
investigate,
discover

I am learning to: use adjectives

What do I need?

- 30 minutes
- Your home learning book
- Something to write with
- Optional digital: *Sesame Street Will.i.am sings "What I am"*
<https://www.youtube.com/watch?v=cyVzjoj96vs>

Your task

You have many qualities that make you special and unique (one of a kind).

Listen to or read the *What I Am* song. Will.i.am uses lots of words that describe the qualities he has e.g thoughtful, musical.

Make a list of all the words he uses in the song.

Now in your book (or around your self-portrait), **draw** a shape of yourself and around it write all the words that describe you and your qualities and strengths.

What am I song (lyrics)

If what I am is what's in me, then I'll stay strong. That's who I'll be.
And I will always be the best me that I can be. There's only one me, I am it.
Have a dream, I'll follow it. It's up to me to try.
Oh, I'm a keep my head up high. High! Keep on reaching high. High.
Never gonna quit. I'll keep getting stronger.
And nothing's gonna bring me down. No. Never gonna stop. Gotta go. Go.
Because I know I'll keep getting stronger.
And what I am is – Thoughtful.
And what I am is – Musical.
And what I am is – Smart.
And what I am is – Brave.
And what I am is – Helpful.
And what I am is – Special.
There's nothing I can't achieve because in myself I believe.
And oh, gonna keep our heads up high. High.
Keep on reaching high. High. Never gonna quit, just keep getting stronger.
And nothing's gonna bring us down. No. Never giving up. Got to go. Go.
Because I know I'll keep getting stronger.
What I am is – Super.
What I am is – Proud.
What I am is – Friendly.
What I am is – Grouchy.
And what you are is – Magical.
And what you are is – Special.

Remember to start your day right (see p. 7).

Day 2 activity 2: Who is in my circle?

Notes for teachers and whānau

We are extending the notion of self to the context of the learner – their family/whānau. Learners will be exploring literacy: writing.

I am learning to: draw and label

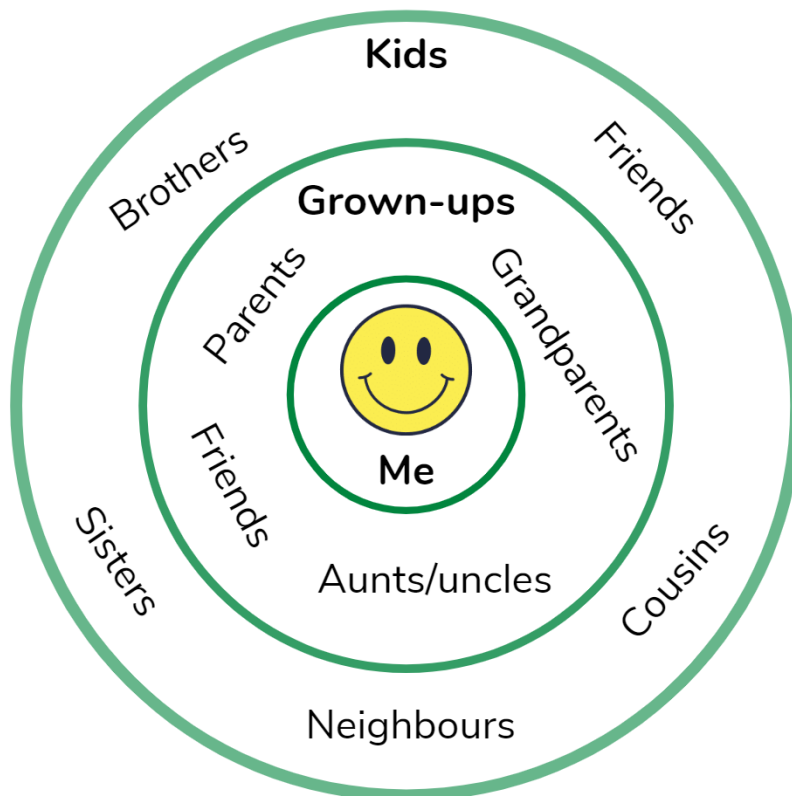
What do I need?

- 30 minutes
- Your home learning book
- Something to write with

Your task

We have looked closely at ourselves, but who else lives in your home?

Look at this diagram that helps you identify all the people who live in your home.



It starts with YOU.

The next circle are all the GROWN-UPS that live in your home – could be your parents, grand-parents, aunts, uncles, or friends of the family.

The next circle are all the CHILDREN that live in your home – could be your brothers and sisters, cousins, neighbours, friends.

Draw the people and label them with their name or just write their names.

Day 2 activity 3: Counting and ordering my whānau

Notes for teachers and whānau

Learners will be exploring the learning areas of mathematics and literacy.

In this activity I am learning to: count and order

What do I need?

- 30 minutes
- Your home learning book
- Something to write with

Your task

Now that you have identified all the people that live in your home – can you count them up?

In your home learning book write down how many GROWN-UPS?

How many CHILDREN?

Now let's do some measurement.

Write/draw the names of the people in your whānau in order from the tallest person to the shortest?



Put a circle around YOU.

Write/draw the names of the people in your whānau from the oldest to the youngest.



Put a circle around YOU.

Day 2 activity 4: Being together

Notes for teachers and whānau

Having identified who might live in the home alongside the learner, we move to thinking about how we spend time together and the ways we help each other. Learners will be exploring literacy: reading and writing.

I am learning to: make a list

What do I need?

- 30 minutes
- Your home learning book
- Something to write with
- Look in your pack for a copy of *Helping at the Marae*
<https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Helping-at-the-Marae>

Your task

Let's think now about all the things you do together.

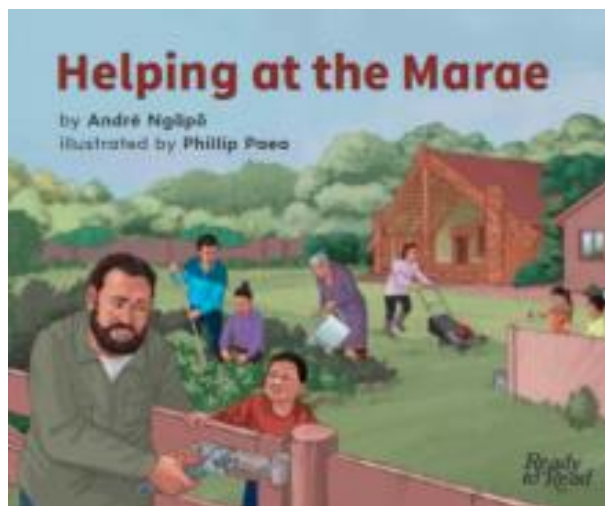
Read *Helping at the Marae*.

Can you make a list of the things that the whānau did to help at the marae?

What you like to do together with the people who live in your home?

Some ideas to get you started...

- Eat breakfast
- Watch TV
- Play Tag outside



In your home learning book, make a list of the things you do together. Try and get at least 10 things.

Choose your favourite thing to draw.

Remember to do your end of day reflection and wellbeing activities (see p.6 & 8).

Day 3 activity 1: Who is in my whānau?

Notes for teachers and whānau

We are going to explore the idea of family or whānau more deeply today. Your learner has identified who lives in their home (family or whānau). Learners will be exploring the learning areas of literacy: listening and writing.

I am learning to: make up riddles

What do I need?

- 30 minutes
- Your home learning book

Your task

Listen to or read *Taku whānau* <https://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Reomations/Taku-whanau-My-family>

Transcript

| Speaker | Māori | English |
|---------------|--|---|
| Rōpū tamariki | Taku whānau | My family |
| Te Awarangi | Kia ora. Ko Te Awarangi au. | Hello. I'm Te Awarangi. |
| Te Awarangi | Ko Peter taku koro. Ko Mere taku kuia. Ko Andrew taku koro. Ko Peti taku kuia. Ko Mike taku pāpā. Ko Ani taku māmā. Ko Ropata taku tuakana. Ko Marama taku tuahine. Ko au tana tungāne. Ko Paora taku teina. | Peter is my grandfather. Mere is my grandmother. Andrew is my grandfather. Peti is my grandmother. Mike is my dad. Ani is my mum. Ropata is my older brother. Marama is my sister. I am her brother. Paora is my younger brother. |
| Rōpū tamariki | Ko wai mā rātou? | Who are they? |
| Te Awarangi | Ko tēnei taku whānau. Ko ia taku pāpā. Ko ia taku māmā. Ko ia taku tuahine. | This is my family. He's my dad. She's my mum. She's my sister. |
| Rōpū tamariki | Ko wai ia? | Who's she? |
| Te Awarangi | Ko ia taku whaea kēkē. Ko ia te tuahine o taku pāpā. | She's my auntie. She's the sister of my dad. |
| Rōpū tamariki | Ko wai rāua? | Who are they? |
| Te Awarangi | Ko ia taku whaea kēkē. Ko ia taku matua kēkē. Ko ia te tungāne o taku māmā. Tokomaha aku kaihana. | She's my auntie. He's my uncle. He's the brother of my mum. I have lots of cousins. |
| Rōpū tamariki | Ae. Tokomaha ō kaihana. | Yes. You have lots of cousins. |
| Te Awarangi | Ko tēnei taku whānau. | This is my family. |

Now it's your turn to write riddles about your whānau members. For example:

- She's a tall girl.
- She is twelve years old.
- She is from Sāmoa.
- She is the daughter of Soti and Kalala.

Pick **three** members of your whānau and **write** a riddle for each of them. Remember don't use their names so other people in your whare can guess who they might be.

Remember to start your day right (see p. 7).

Day 3 activity 2: Special times with whānau

Notes for teachers and whānau

Elaboration on the special things whānau do together and special places they go. Learners will be exploring the learning areas of literacy: reading

I am learning to: answer questions

What do I need?

- 30 minutes
- Look in your pack for a copy of *Grandpa's Birthday*
<https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Grandpa-s-Birthday>

Your task

Families/whānau have special things they do together and places they like to go.

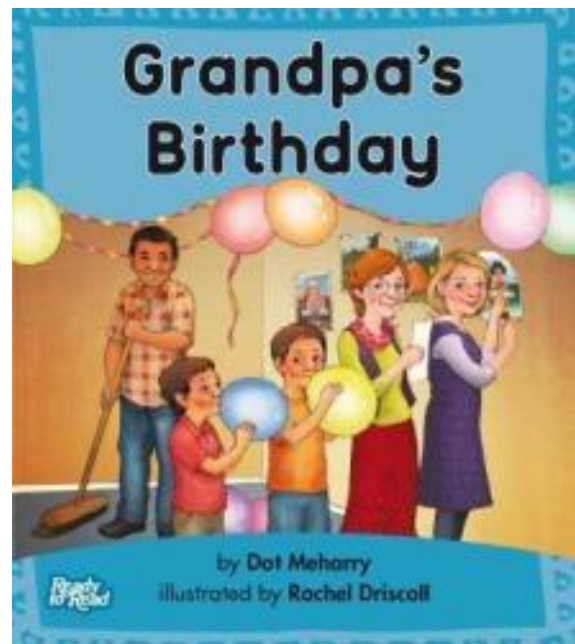
Read or listen to *Grandpa's Birthday*.

In your home learning book, answer these questions:

1. What kinds of things does your whānau do to celebrate birthdays?
2. What is the favourite thing about birthdays for you?

Write down three things that your family likes to do together.

Draw your family doing one of those things.



Day 3 activity 3: Our celebrations

Notes for teachers and whānau

This lesson looks into how a family celebrates a special occasion. Learners will be exploring the learning areas of literacy: reading

I am learning to: make meaning from text.

What do I need?

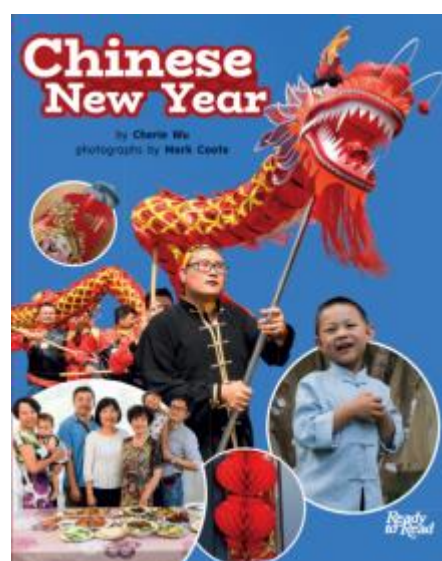
- 30 minutes
- Something to write with
- Your home learning book
- Look in your pack for a copy of *Chinese New Year*

<https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Chinese-New-Year>

Your task

1. Read or listen to *Chinese New Year*
2. Answer these questions –
 - a. What are the things Murphy does to get ready for the celebration?
 - b. How might he feel when he is doing those things?

Using the table below write down two more things that you think Murphy would do and how he would feel.



| What Murphy does | How Murphy feels |
|--|------------------|
| Crosses off the calendar each day | |
| Helps to clean and decorate the house | |
| Cleans and tidies the room for good luck | |
| | |
| | |

3. Complete these two sentences.

Talk to someone in your whānau and ask them about the things that you celebrate as a family. What is the name of this celebration and what do you do?

Draw a picture to show this celebration and write sentences underneath to tell what you do at this celebration. For example:

My family celebrates Christmas. We can open one present on Christmas Eve which is a new pair of pyjamas.

Day 3 activity 4: Where I live

Notes for teachers and whānau

This activity asks the learner to think about and identify places their whānau like to go together. They will need help exploring and understanding how to read a map of New Zealand to locate where they live. Learners will be exploring the learning areas of mathematics and literacy.

I am learning to: locate places on maps; and write a description.

What do I need?

- 30 minutes
- Map of New Zealand or online map

Your task

On a map of New Zealand, can you find and mark the place where you live?

Can you also find, and mark places your family like to go?

Describe either the place where you live, or the place your family like to go.

Tell us:

- where it is
- how you get there
- what it looks like there
- what you do there
- how you feel when you are there.

Draw yourself and your whānau at that special place doing something you like to do together when you are there.

Remember to do your end of day reflection and wellbeing activities (see p. 6 & 8).



Day 4 activity 1: Rules

Notes for teachers and whānau

To help things run smoothly, we often have jobs to do and some rules in our homes and at school. The roles and rules we have help us get along and get things done. Learners will be exploring literacy and social sciences.



I am learning to: identify rules; and complete a table.

What do I need?

- 30 minutes
- Your home learning book
- something to write with

Remember to start your day right (see p. 7).

Your task

What jobs do you do at home?

How does that job help out?

In your home learning book, complete the table that identifies rules you have at home and how they help.

| Rules at home | How it helps things run smoothly | How it helps us get along |
|---------------|----------------------------------|---------------------------|
| | | |
| | | |
| | | |

Your school and classroom is like another family, and your classmates are like your family members when you are at school.

What are the rules you have in your classroom?

I wonder why you have them?

In your home learning book, complete the table that identifies the rule and how it helps in the classroom/school.

| Rules at school | How it helps things run smoothly | How it helps us get along |
|-----------------|----------------------------------|---------------------------|
| | | |
| | | |
| | | |

Day 4 activity 2: Being friends

Notes for teachers and whānau

Using a text, learners are asked to relate the ideas in the story to their own relationships. Learners will be exploring the learning areas of literacy: reading.

I am learning to: retrieve information from text.

What do I need?

- 30 minutes
- Something to write with
- Your home learning book
- Look in your pack for a copy of *A friend for Mateo*
<https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/A-Friend-for-Mateo>

Your task

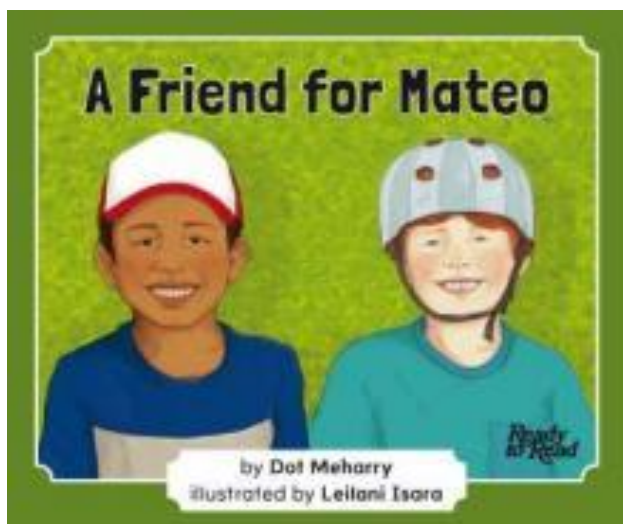
Rules can help us get along with other people.

People we get along very well with become our friends.

In your home learning book, draw all your school and neighbourhood friends.

Read *A Friend for Mateo*

Retell this story using a soft toy or doll you have in your home. You be Zane and your soft toy can be Mateo. Ask someone from your whānau to watch as you retell the story.



Answer and respond to these two questions:

1. How did Zane show friendship to Mateo?
2. What kinds of things do you and your friends do for each other?

Day 4 activity 3: Getting along

Notes for teachers and whānau

This activity requires the learner to consider the different behaviours of characters in a story and judge whether they liked the behaviour or not, and the impact that behaviour had on others. Learners will be exploring literacy: reading.

I am learning to: make judgements

What do I need?

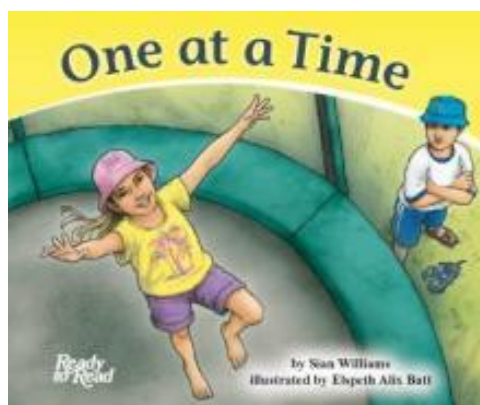
- 30 minutes
- Something to write with
- Your home learning book
- Look in your pack for a copy of *One at a Time*
<https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/One-At-A-Time>

Your task

We have rules to help us get along, to ensure things run smoothly and to feel safe.

Read *One at a Time*

Thinking about the behaviour of the characters, Ella and Danny, complete the table in your home learning book.



| | | |
|---|-------------------|--------------------------------|
| Whose behaviour did you like? | What did they do? | How did this make others feel? |
| | | |
| | | |
| Whose behaviour didn't you like? | What did they do? | How did this make others feel? |
| | | |
| | | |
| What rule might have helped to keep the children safer on the trampoline? | | |

Day 4 activity 4: Good friends

Notes for teachers and whānau

Thinking about friends, learners are asked to identify adjectives that would describe characteristics and qualities of a good friend. Learners will be exploring literacy: writing

I am learning to: identify characteristics of good friends by using adjectives

What do I need?

- 30 minutes
- Your home learning book
- Optional digital: *What makes a good friend?*
<https://www.youtube.com/watch?v=ReMq3KX8F94>

Your task

Helpful, hurtful words

Watch the Little Voices video – *What makes a good friend* or read the transcript.

Transcript

What makes a good friend?

Somebody who you meet up with often.

When people play with you.

Always hugs me.

A good friend is someone who picks you up when you fall, makes you laugh, plays with you whenever you're sad, and does lots of things for you.

Helping you and just being kind

I give them some of my toys.

To be kind to each other and you don't argue

If they listen to you very nicely we can play a game or we can play with somebody else.

You be kind to them, and you never argue with them.

Accepting you for who you are what you're doing every day.

If they're kind to you when you are sad or angry.

They will always to be there to help me.

If they're playing and you don't want to join in you can just say, and if you want to join in you can.

I think good friends will take care of you and if you fall over they help you, they pick you up.

I think a good friend makes you and happy and are always lovely to you.

I've got a lot of friends in the class know that.

In your home learning book, draw one or two of your closest friends.

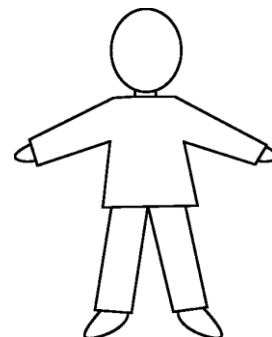
Around them, write down all the things you love about that person – the things that make them your friend.

Here are some words that might describe your friend.

Nice, reliable, comforting, dependable, encouraging, supportive, caring, accepting, playful, sharing, loyal, thoughtful, loving, welcoming, kind, cooperative, fun, courteous.

(These words are called adjectives because they describe something).

Remember to do your end of day reflection and wellbeing activities (see p. 6 & 8).



Day 5 activity 1–4: Presenting about me

Sharing
my
learning

Notes for teachers and whānau

This week we began by thinking about the learner as an individual and what makes them special. We then looked more closely at who lives with them and the special things they do and places they visit with their whānau. We also looked at what helps people get along and what helps things to run smoothly at home or maybe at school. We finished the week thinking about our friends and what makes them a good friend. These ideas are all important when we think about what makes us feel like we belong to a group and how we can make others feel they belong. In today's activities your learner is asked to share some of their thinking and learning from the week. Learners will be exploring literacy: writing

I am learning to: choose an activity and present it

What do I need?

- 120 minutes (break this up into four 30 minute blocks)

Your task

From the set of activities below, choose two to work on and present to someone in your family, a friend, or your teacher if you can.

1. Write a letter to one of your friends telling them why you like having them as a friend.
2. Make up a set of rules that you think would help things run smoothly in your home.
3. Trace around your hand and along each finger write something about you that makes you special
4. Find out about your name.
 - Who gave you your name?
 - What does your name mean?
 - Do you like your name? Why/why not?
 - What other names are you called?
 - What name would you like to be called?



Image source:
<http://youngsingleandadopting.blogspot.com/2014/02/art-therapy-thursday-thanksgiving.html>

Remember to do your end of day reflection and wellbeing activities (see p. 6 & 8).

Context 2: Rights and responsibilities

Over the next five days we will investigate the theme of citizenship by looking at how we enact our rights and responsibilities as a citizen.

Rights and responsibilities

Citizenship | Kirirarau



Day 6 activity 1: Belonging to groups

Notes for teachers and whānau

This week will delve further into concepts of belonging, being a good group member, and the meaning of rights and responsibilities. This will largely be done through the use of stories and the experiences of the learner. It will also look at people in our community who help us and explore the concept of trust. Learners will be exploring the learning areas of literacy, mathematics, visual art, and social sciences.

Getting
started

I am learning to: identify own experiences and answer questions.

What do I need?

- 30 minutes
- Your home learning book
- Something to write with

Remember to start your day right (see p. 7).

Your task

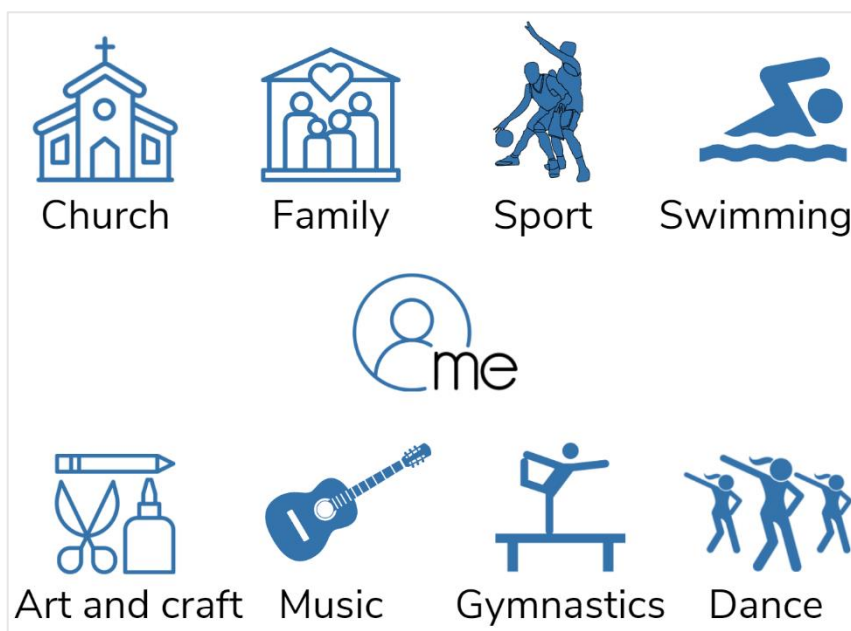
You probably belong to quite a lot of different groups.

Let's think about what those groups might be – they could be church, sport, dance, family, crafts, clubs, friends, music, gymnastics, athletics, swimming, or hobbies.

On a page in your home learning book, draw a line from you to the different groups you belong to.

Add any other groups you belong to.

Select one of those groups – maybe your favourite one.



Answer these questions:

1. What do you like about being in this group?
2. Are there any rules in this group? What are they?

Day 6 activity 2: Rules in sports clubs

Notes for teachers and whānau

This activity includes a story about a girl in a rugby league club. It explores one of the reasons for rules – to keep us safe. You may like to sit with your learner to help them read this text or read it to them. Learners will be exploring literacy: reading.

I am learning to: gain meaning from text

What do I need?

- 30 minutes
- Your home learning book
- Something to write with
- Look in your pack for a copy of *Score*
<https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-2-August-2017/Score>

Your task

Read *Score*

Tiana belongs to a rugby league club.

Tiana knows how to play rugby league now.

The game has rules. Rules help us to keep safe. Think of a time when rules kept you safe. **Draw** a comic strip of this time. An example might be when you went to the local pools and the lifeguard told you about the rules for swimming.



| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Thinking about the story you have just read, answer these three questions:

1. What has Tiana learnt by being in the club?
2. Why does rugby league need rules?
3. What would happen if there were no rules?

Day 6 activity 3: Rules at home

Notes for teachers and whānau

Further exploration of the need for rules – this time in the home context. Learners will be exploring literacy: reading, writing.

In this activity I am learning to: gain meaning from text.

What do I need?

- 30 minutes
- Your home learning book
- Something to write with
- Look in your pack for a copy of *One at a Time*
<https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/One-At-A-Time>

Your task

Rules help us to be and feel safe.

You might have some rules at home, and you will definitely have some rules in your classroom and around your school that are there to keep everyone safe.

Re-read or listen to *One at a Time*

Answer the following questions:

1. What was the rule Mum told Danny and Ella?
2. What happened when Danny didn't follow the rule?
3. Make up another rule that might have stopped the situation happening

Rules are all around us, but often we don't think of them as rules, more so 'things we do'. Your task is to walk around your house and stop in each room. When you arrive at each room can you share a rule for that space aloud?

For example: Bathroom – hang up my wet towel when I am finished bathing.



Day 6 activity 4: Creating our own rules

Notes for teachers and whānau

Still focused on rules, this activity requires the learner to create their own set of rules for something familiar to them. Learners will be exploring literacy (writing) and visual art.

I am learning to: develop rules

What do I need?

- 30 minutes
- Your home learning book
Something to write with

Your task

Make a poster.

Think about the rules you could have for your bedroom, your favourite toys, or for your pet.

Make a poster that displays your rules clearly.

Think about bright colours, clear writing, and perhaps some pictures to help people understand your rules.

Here is an example of some classroom rules.



Remember to do your end of day reflection and wellbeing activities (see p. 6 & 8).

Source: <https://freesvg.org/school-rules-1574849317>

Day 7 activity 1: Being a responsible pet owner

Explore,
investigate,
discover

Notes for teachers and whānau

The previous day explored the concepts of rules to keep us safe in the various groups to which we might belong. The concept of being safe will be examined more closely through the context of looking after a pet. The following activities will lead to identifying the concept of having rights and associated responsibilities. Learners will be exploring literacy (writing), visual art and social sciences.

I am learning to: show how I can be responsible

What do I need?

- 30 minutes
- Your home learning book or a large piece of paper
- Something to write and colour with
- Look in your pack for a copy of *Duckling Palace*
<https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Duckling-Palace>

Remember to start your day right (see p. 7).

Your task

Read *Duckling Palace*

This story tells us how the SPCA look after ducklings.

Imagine you have a new pet.

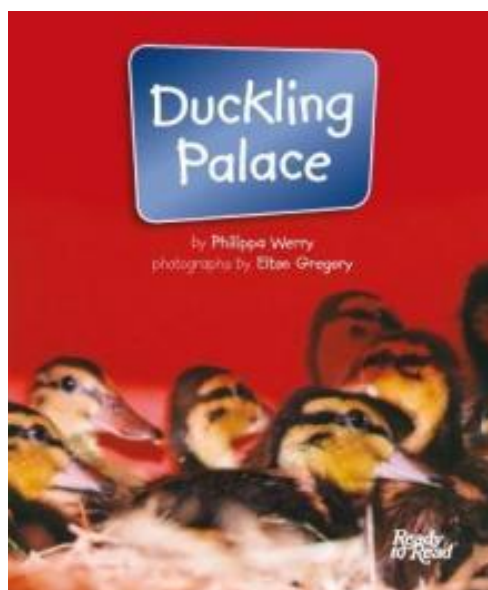
In your home learning book, **draw** your new pet.

Name your new pet.

Around your pet, **write** down or **draw** all the things you would need to do or have to do to keep your pet safe.

You are being a **responsible** pet owner.

When you are responsible for something it means you make sure it is being kept safe.



Day 7 activity 2: Designing a home for a pet

Notes for teachers and whānau

This activity requires the learner to design a home for a pet, thinking about the needs of the pet. It is about being responsible for something. Learners will be exploring the learning areas of technology and literacy (labelling).

I am learning to: design something that meets the needs of my pet.

What do I need?

- 30 minutes
- Your home learning book or a large piece of paper
- Something to write and colour with

Your task

Design an ideal home for your pet.

A responsible pet owner will make sure the home provides a place to eat, sleep, play/exercise, shelter.

Draw the home for your pet and label all the parts that show you are being a responsible pet owner.



Day 7 activity 3: My responsibilities for my classmates' rights

Notes for teachers and whānau

The notion of being responsible is taken further by including the concept of rights. Learners will be exploring literacy: writing

I am learning to: think about how I can show responsibility for my classmates to uphold their rights.

What do I need?

- 30 minutes
- Your home learning book or a large piece of paper
- Something to write and colour with

Your task

Your pet has a **right** to be looked after and kept safe.

A right is something that everybody should automatically have.

All children in the world have the **right** to:

- Be safe
- Be treated fairly
- To learn

Think about being in the classroom at school.

What are the things you can do to make sure that you are respecting other children's right to learn?

Write or draw these in your home learning book.



Day 7 activity 4: Being treated fairly

Notes for teachers and whānau

The aspect of rights – to be treated fairly – is explored in this comparing and contrasting activity. Learners are asked to find the things that are common to home and school when it comes to being treated fairly. Learners will be exploring the learning areas of literacy(writing) and social sciences.

I am learning to: compare and contrast ideas and find commonalities

What do I need?

- 30 minutes
- Your home learning book or a large piece of paper
- Something to write and colour with

Your task

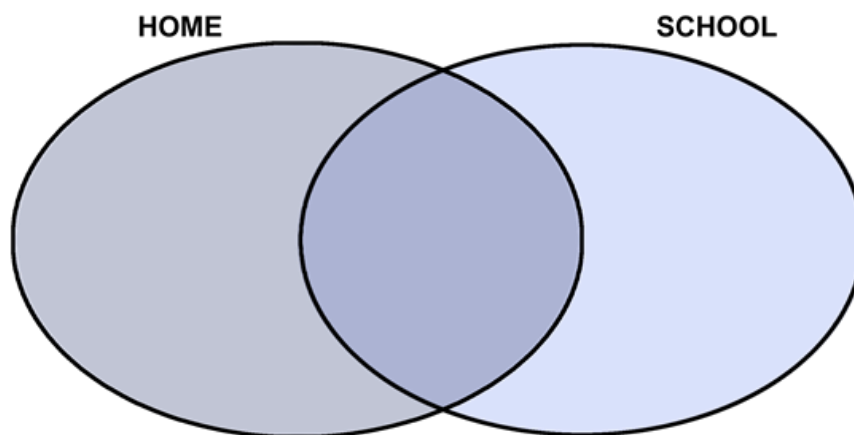
We are going to think about what it means to be treated fairly at school and at home

Draw a Venn diagram like the one below in your home learning book.

In the Venn diagram, write down the ways you are treated fairly at home on one side and at school on the other side.

Are there some things that happen both at school and at home that ensure you are treated fairly?

Put these in the middle space.



Remember to do your end of day reflection and wellbeing activities (see p. 6 & 8).

Day 8 activity 1: Rights and responsibilities

Notes for teachers and whānau

Days 6 and 7 have explored being in groups and the rules that might exist to keep people safe and help us get things done. We have also started looking more closely at rights, respect, and fairness. This will now be extended to include responsibilities. Learners will be exploring the learning areas of literacy: writing and social sciences.

I am learning to: match a concept and an action they do.

What do I need?

- 30 minutes
- Your home learning book or a large piece of paper

Remember to start your day right (see p. 7).

Your task

Rights are the things you can expect to have such as:

- the right to be safe
- the right to be treated fairly
- the right to learn

With every right there comes a **responsibility**.

A responsibility is something we should do to make sure we and other people are safe, treated fairly and can learn. E.g. If I have the right to learn then I have the responsibility to make a good choice to do my learning. I also have a responsibility to allow others to be able to learn.

Draw a Rights and Responsibilities chart in your home learning book.

Put an example from your life at home, school, or from one of the groups you belong to alongside each statement on the chart.

e.g. For *'something you should do or have'* – you might put something like *'have a warm bed to sleep in'*.

| My rights: | |
|------------------------------------|--|
| Something I should do or must have | |
| Something I should expect to have | |
| Something I deserve | |
| Something I need | |

| My responsibilities | |
|--|--|
| Something I must do for myself or others | |
| Something I am expected to do for myself or others | |
| A choice I make | |

Day 8 activity 2: Saying thank you

Notes for teachers and whānau

This activity asks the learner to identify things others do to keep them safe, see that they are treated fairly or help them learn. They are asked to show appreciation to the person who does that for them.

I am learning to: write a letter to show appreciation.

What do I need?

- 30 minutes
- Your home learning book or a large piece of paper
- Something to write and colour with

Your task

Think back to your page with all the groups you belong to (Day 6 activity 1)

Pick one of those groups, for example, it might be a sports team or your dance group, even your classroom.

Think about all the things the coach or leader of your group does to keep you safe, help you learn and make sure you are treated fairly.

In your home learning book, write a letter to that person and thank them for the things they do.

Make sure you tell them at least **3 things** they do that you appreciate.

Here is an example of how to set out a letter.

Dear _____

I would like to thank you for being my gymnastics coach. You have helped me to get better and better at gymnastics by showing me what to do when I get stuck.

You give me lots of good comments when I am doing my moves and they make me want to keep doing more gym.

I like the way you make sure we all get lots of turns to do the moves. And you also talk to people if they are pushing in or not saying nice things about other people's gym.

Thank you again

Yours sincerely

Your name

Day 8 activity 3: Identifying repeating patterns

Notes for teachers and whānau

Patterning in maths is all about applying rules. The next two activities include some patterning and asks the learner to repeat or make patterns.

In this activity I am learning to: repeat patterns

What do I need?

- 30 minutes
- Your home learning book or a large piece of paper
- Something to write and colour with

























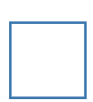





Your task

We have been learning about rules.

Patterns in maths are really about rules.

See if you can complete these patterns.

Can you make up two patterns and ask someone else to complete them?

| | | | | | | | |
|---|---|---|---|---|--|-------|-------|
|  |  |  |  |  |  | _____ | _____ |
|  |  |  |  |  |  | _____ | _____ |
|  |  |  |  |  |  | _____ | _____ |
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|  |  |  |  |  |  | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |

Extension: Can you find something in your house to make a repeating pattern with? Maybe you could use the spoons and forks? See if someone in your whānau can complete your pattern.

Day 8 activity 4: Making repeating patterns

Notes for teachers and whānau

This activity continues to explore applying rules. The learner will use colours to make a repeating pattern. They may need help to understand they need to plan their pattern before starting to colour in or add designs to the images.

I am learning to: repeat patterns

What do I need?

- 30 minutes
- Your home learning book or a large piece of paper
- Something to write and colour with

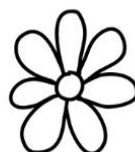
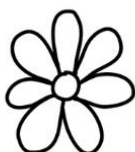
Your task

You can make your own rules with these objects.

It's important to make a plan for your repeating pattern before you start colouring.

How can you use different colours to make your own patterns with these objects?

Ask someone in your whānau to tell work out what colour or design the next object in each of the rows will be.



Remember to do your end of day reflection and wellbeing activities (see p. 6 & 8).

Day 9 activity 1: Including others

Notes for teachers and whānau

The story in this activity is about a club where there is some behaviour that is making others not feel very happy. It is asking learners to imagine the impact the behaviour is having on the club members. Your learner may need support to read the transcript if they aren't able to listen to the story online.

Going
further/
deeper

I am learning to: identify impact of the behaviour of others

What do I need?

- 30 minutes
- Your home learning book or a large piece of paper
- Something to write and colour with
- A device to listen to *Carrot Club*
<https://www.youtube.com/watch?v=kSvSi29krQo> (or transcript)

Remember to start your day right (see p. 7).

Your task

Clubs are groups people join because they have an interest in something.

Sometimes it's a hobby or interest like knitting, making models, stamp-collecting, Pippins, or Cubs. You might belong to a club now.

Listen to *Carrot Club* or read the transcript below.

As you are listening, think about how the different characters might have felt in the story.

Transcript

It was midnight in the supermarket and the veggies were sleeping soundly. Suddenly Sally Sprout was woken by the sound of footsteps coming from the crate next door. She peered through a hole and was surprised to see a line of carrots disappearing under the counter. She decided to follow them to see what was going on.

Sally saw a cardboard box with a door cut into the side. She knocked on the door and it was answered by a confused looking carrot named Clive.

'What are you doing here?' asked Clive, 'only carrots are allowed at Carrot Club.'

'What's Carrot Club?' asked Sally excitedly, looking past him as she spoke. In the background Sally could see a pool table and a hoop for playing their favourite game – vegetaball. Some carrots were bouncing on space hoppers, some were doing karaoke and others were relaxing on puffy sofas.

'I'm sorry,' said Clive, you'll have to go. Sprouts are boring and definitely not cool enough to come to Carrot Club. Only carrots are allowed at Carrot Club', he repeated.

Sally returned to her crate feeling sad and cross. She told the other veggies, who were furious that the carrots thought they were cooler and more important than everyone else.

The next night the veggies followed the carrots to the club. One by one they knocked on the door but one by one, they were turned away. Pedro potato was told he was too mucky to come inside, and Barbara Broccoli was shocked when the carrots said that her beautiful curly hair

was not stylish enough. Billy Beetroot was upset that the carrots thought his lovely pink colour was not as funky as orange.

'That's it,' he said, 'we need to teach those carrots a lesson'.

'I may have an idea,' said a mysterious voice from the shadows. It was Polly Parsnip. 'Meet me outside Carrot Club at midnight,' she said – and with that she disappeared.

There was a buzz of excitement as the vegies waited to see what would happen. Polly appeared out of the darkness and although her face was still familiar, the veggies spotted one very big change. Polly was orange!

She knocked on the door to Carrot Club and to everyone's amazement, was welcomed inside. She sat on the sofa telling jokes and she scored the winning point in every game of vegetaball.

Polly returned night after night, impressing everyone with her skills on the space hopper and her amazing karaoke talents. It wasn't long before she was the most popular carrot at Carrot Club. The other carrots told her how funny she was. They loved her fantastic hairstyle and thought she was a great shade of orange.

One night, as Polly was arriving, she could hear laughter coming from behind the box. 'Pool party!' shouted Clive, as he jumped in with a splash. 'Come on, Polly!' he called.

Without thinking, Polly dived in. But before long, the water started to turn orange. The carrots gasped with shock and looked at Polly who was now a very obvious shade of... Parsnip.

'I can't believe you're a parsnip,' said Clive in amazement. 'We all thought you were a cool funky and fun carrot.'

'Well, I am cool funky and fun,' said Polly, climbing out of the pool, 'but I'm NOT a Carrot!'

'Who would have thought that a parsnip could be so interesting?' said Clive.

'That's right,' said Polly, 'I am interesting and so are all these other veggies. But you never even tried to get to know any of us!'

'We're sorry,' said the carrots, hanging their heads in shame, 'we would love to get to know you all better. Tomorrow night you are all invited to Carrot Club.'

The next night, all the veggies arrived to find a surprise on the door 'Maybe you are as cool as carrots after all,!' said Clive with a wink. So all the veggies had fun together at the new club and rumour has it they even invited the odd piece of fruit to come along too.

In your home learning book or on a piece of paper fold it in half length wise so you have two columns.

Then draw Sally Sprout, Clive Carrot, Pedro Potato, Barbara Broccoli, and Billy Beetroot showing how they might have felt at the beginning of the story in the left hand column then in the right hand column draw them showing how they might have felt at the end of the story.

In your opinion what made them feel different? Write your response in your home learning book.



Day 9 activity 2: Design a club

Notes for teachers and whānau

This activity encourages the learner to think about being in a group around a common interest. They will design their own club and a set of rules. They can also design a clubhouse if they wish.

I am learning to: imagine a club and make up rules

What do I need?

- 30 minutes
- Your home learning book or a large piece of paper
- Something to write and colour with

Your task

Your task is to design a club that you and your friends would like to belong to.

To help you think about the kind of club you will set up, answer these questions:

- What is your club all about?
- What will members do in your club?
- How do people become a member of your club?

Write a list of rules for your club so it runs smoothly, members feel safe and are treated fairly.

Draw your clubhouse.



Day 9 activity 3: People who keep us safe

Notes for teachers and whānau

In this activity we identify people in the community whose job it is to keep us safe and uphold rules. It is introducing the idea of safe people in our community. It also introduces the concept of trust. Learners will be exploring literacy: listening, writing (completing a table).

I am learning about people who have a job to keep us safe.

What do I need?

- 30 minutes
- Your home learning book or a large piece of paper
- Tell someone <https://www.youtube.com/watch?v=0eXOSuT-Uoc>

Your task

Let's think about the people whose job it is to keep us safe.

There are people that work in our communities especially to keep us all safe like police, firefighters, teachers. How do we get help from these people if we need it and what sorts of things can they help us with? People we trust have a responsibility to keep us safe.

Listen to the song *Tell Someone* or read the words below:

I deserve to be happy, safe, and well
If I'm scared or sad, I'll find someone to tell
Here's someone I can trust ...
I need help. Are you listening?
Awhina-tia ahau
If you don't help, I'll ask someone else.
Hooray! They did help!
I deserve to be happy, safe, and well
I'm happy now I have someone to tell
Awhina-tia ahau
Manaaki-tia taku tinana!

© 2005 Radha Sahar, UCA Music, available online at <https://youtu.be/0eXOSuT-Uoc>

In your home learning book answer these questions:

- Who would you trust to look after your favourite toy? Why?
- Who would you trust to feed your pet while you were away? Why?
- Who would you trust to help you if you felt scared about something?
- How does it make you feel when you trust someone?

Copy this table and write the names or draw the people you trust at home, at school, and when you are out and about (like the park or shops).

| Home | School | Out and about |
|------|--------|---------------|
| | | |
| | | |

Day 9 activity 4: Animals can keep us safe

Notes for teachers and whānau

Building on the notion of trust and jobs in the community, this activity uses the example of guide dogs and their role in keeping their owners safe.

I am learning to: find the main ideas in a text

What do I need?

- 30 minutes
- Your home learning book or a large piece of paper
- Something to write and colour with
- Look in your pack for a copy of *Guide Dogs*
<https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Guide-Dogs>

Your task

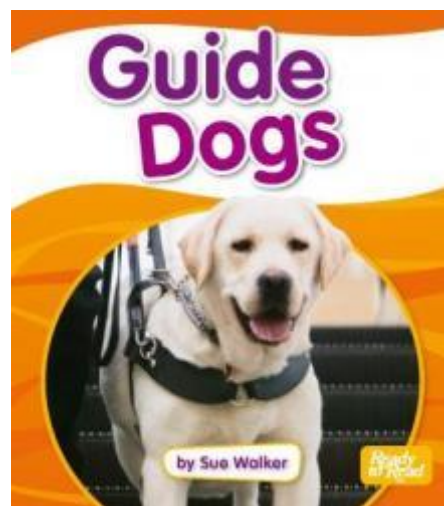
Animals can have the job of keeping us safe too.

Read or listen to *Guide Dogs*

Can you imagine how much **trust** the blind person has in their dog to help keep them safe?

Trust is when you believe and have confidence in someone or something. In this case the blind person trusts that the dog will help them cross the road safely.

Make a strip story that shows the steps in the training of a guide dog from when it is a puppy to when it goes to its new owner.



| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

Remember to do your end of day reflection and wellbeing activities (see p. 6 & 8).

Day 10 activity 1: Being a caring person

Sharing
my
learning

Notes for teachers and whānau

This day will pull together the concepts of belonging, rights, responsibility, trust into being a caring person.

I am learning to: identify rules in a context

What do I need?

- 30 minutes
- Your home learning book
- Something to write and colour with
- Look in your pack for a copy of *Easy Peasy*

<https://instructionalseries.tki.org.nz/Instructional-Series/Ready-to-Read-Colour-Wheel/Easy-Peasy>

Remember to start your day right (see p. 7).

Your task

Over the last four days we have looked at:

1. Rights
2. Responsibilities
3. Trust

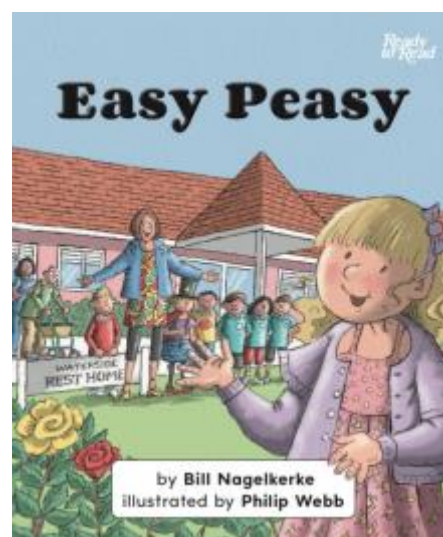
When people who live and hang out together in a group, whānau or community, these things are all very important for everyone to:

- Feel safe
- Be treated fairly
- Live happily

In the story *Easy Peasy*, the children visit the elderly people in their rest home to entertain them. This makes the elderly people feel happy and the children feel they have given something to their community.

Read or listen to the story *Easy Peasy* and think about something you could do at home to entertain or help.

Draw a picture guide for a new person to your school of all the things they need to know about the school – include the school rules and favourite places to play.



Day 10 activity 2 and 3: Helping out

Notes for teachers and whānau

This day will pull together the concepts of belonging, rights, responsibility, trust into being a caring person. It is focused on developing some service learning acts that could be carried out by the learner. Learners will be exploring the learning areas of social sciences and a range of literacy and art aspects.

I am learning to: contribute meaningfully to a group.

What do I need?

- 60 minutes
- Your home learning book

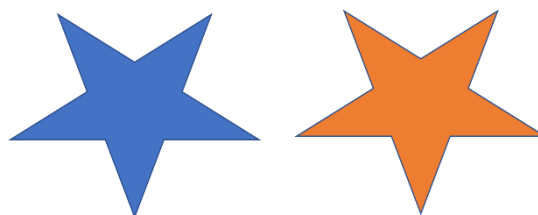
Your task

Here is a list of ideas of things that you can do to help in your home or community.

- Tidy up the back yard
- Clean and tidy your room
- Plan and write a speech about a collection of things you have or something that is very special to you to give either to your family or when you go back at school.
- Go through all your books and toys and sort out those you don't want anymore to donate to a place that will be able to reuse them.
- Do some gardening – ask your parent where you might be allowed to tidy up the garden, pull the weeds and pick it all up after you.
- Choose some of your favourite books from home and practise reading them aloud. Set a time for your whānau to sit and listen to you read the stories to them.
- Make up a dance or play that you can present to your family or think about taking to your local rest home if you are allowed. (You would need to take your parent with you and have them check with the home if you can go).
- Make some gift cards with kind and caring messages for people in your local rest home. Take them to your local rest home if you are allowed. (You would need to take your parent with you and have them check with the home if you can go).
- Ask your parent to help you bake something to share with your family - a batch of cookies or muffins, a cake etc.
- Make a card for each person who lives in your home telling them all the things they do to keep you safe and happy.

In your home learning book draw two stars.
Now choose **two** things you are going to do from this list. Write them in the stars.

Work on those things and when you are done, write about how it went under each star. Tell us what you did, who was there and how it felt for you doing something for someone else.



Day 10 activity 4: Reflecting on my learning

Notes for teachers and whānau

The final activity is a reflection activity including the use of symmetry in mathematics by incorporating the halving of a heart shape. It requires the learner to reflect on the things they do that help others, keep them safe and treat them fairly.

I am learning to: identify the things that I do that help others, keep them safe, and treat them fairly.

What do I need?

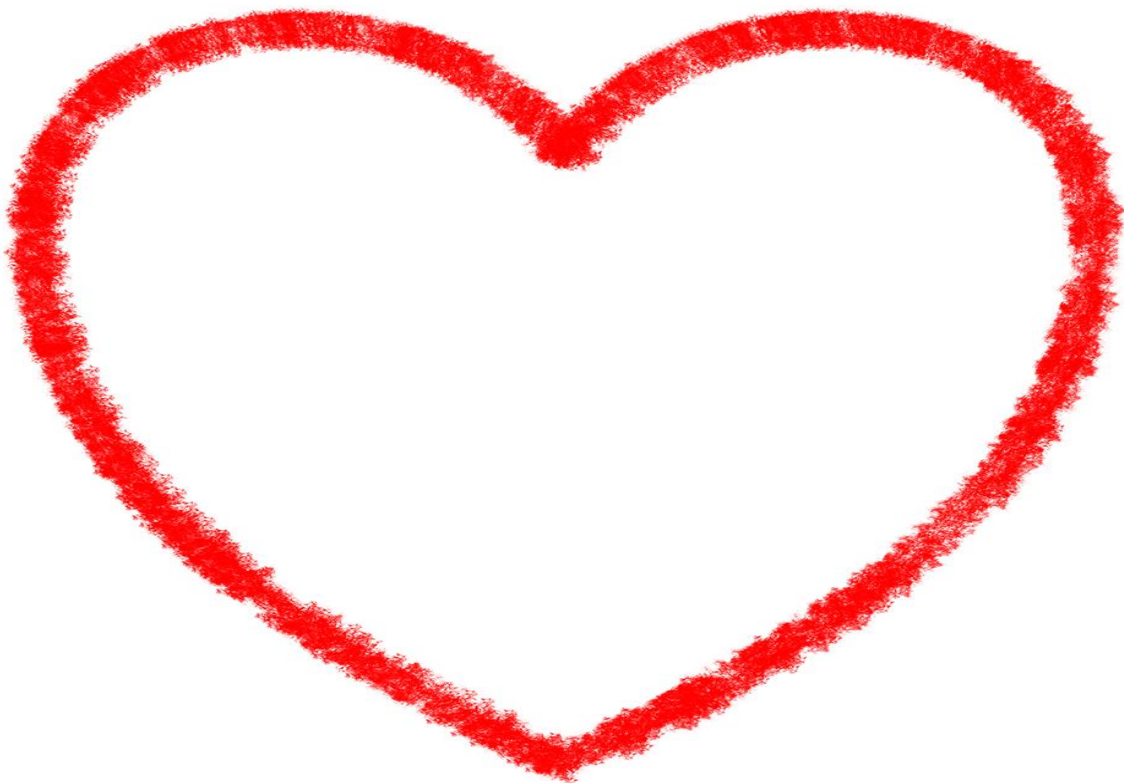
- 30 minutes
- Your home learning book
- Something to write with

Your task

Heart shapes are symmetrical which means you one half is the same as the other half.

Cut out the heart shape below.

Fold or draw a line down the middle of the heart.



On one side of the heart write your name.

On the other side write the things you do that make you a good family, class, and community member.

Remember to do your end of day reflection and wellbeing activities (see p. 6 & 8).