



# A learning from home pack

For learners in years 9–10

**Theme: Citizenship | Kirirarau**

**Context 1: Manaakitanga, Culture, and Identity**

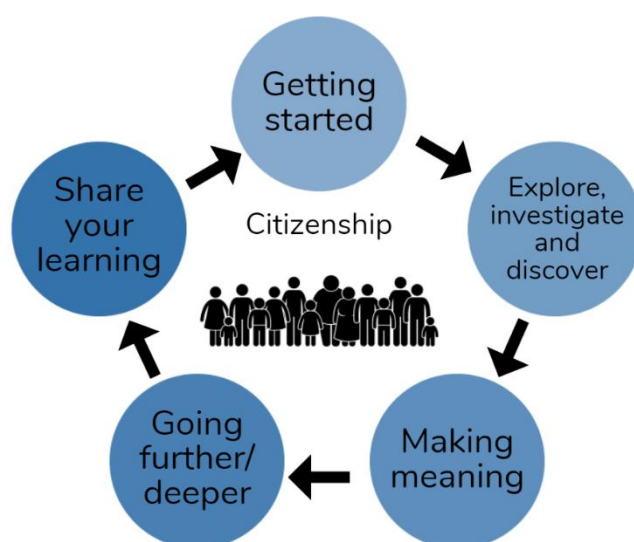
**Context 2: Rights and responsibilities**

## 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 page 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.



*Figure 1 Inquiry learning model*

## 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 Figure it out and School Journal series. **You might want to send these home with the learner**, along with an exercise book. Learners can bring their book 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 print and send home

- <https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-3-November-2017/New-New-Zealanders>
- <https://nzmaths.co.nz/resource/population-pyramids>
- <https://nzmaths.co.nz/resource/ona-i>
- <https://mothnet.org/home/identification-guides/>
- <https://www.careers.govt.nz/assets/pages/rona-and-the-moonko-rona-me-te-marama/Rona-and-the-moon-booklet.pdf>
- <https://nzmaths.co.nz/sites/default/files/TheAirWeBreathe.pdf>
- <https://olympics.com/ioc/news/all-for-one-one-for-all-the-athletes-declaration>
- <https://www.parliament.nz/en/visit-and-learn/how-parliament-works/our-system-of-government/>
- <https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-4-May-2017/The-Fight-to-Vote>
- <https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal-Story-Library/Te-Tiriti-o-Waitangi>
- <https://instructionalseries.tki.org.nz/content/download/37382/417444/file/SJSL-L4-Diary-of-a-Wild-Boy.pdf>
- <https://instructionalseries.tki.org.nz/Instructional-Series/Junior-Journal/Junior-Journal-58-Level-2-2019/Space-Rubbish>

## 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 may need could include pen, 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.

- Days 1–5 look at this idea through the context of **manaakitanga, culture, and identity**.
- 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
Unpacking what citizenship means and exploring values.	Recognising and celebrating diversity in Aotearoa	Making meaning: How Science relates to citizenship and how we can contribute as a citizen in Aotearoa.	Going deeper to understand global citizenship	Designing a project around a local issue and design a tapa cloth pattern to reflect my learning
Day 6	Day 7	Day 8	Day 9	Day 10
Identifying what rights and responsibilities you have as a citizen and understanding the Universal Declaration of Human Rights	Exploring New Zealand as a democracy	Making meaning: digital citizenship and me!	Going deeper: identifying our environmental responsibilities	Sharing and reflecting on my learning around citizenship

## 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

Please ensure that your learner includes fitness in their daily timetable.

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 your house. 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!

*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.*

### Yoga Challenge:

Choose a yoga pose and have a yoga challenge with someone at home, who can hold the pose for the longest?

### Toru + Tekau + Rima Fitness Challenge:

These are our toru (3) exercises

1. Squats \*\*modify: sit down on a chair and stand up
2. Lunges (lunge forward on each leg) \*\*modify: sit down and lift each leg
3. Inchworms (squat down, crawl out into a plank, crawl back into a squat, and stand up again) \*\*modify: sit down and lift opposite arm to leg, then switch

Tekau tāruarua (10) reps – do each exercise 10 times

E rima ngā huinga (5) sets– do each set of toru (3) exercises rima (5) times

*\*\*Hōngai tō puku – remember to brace your abs. Ka pai! Here we go! Haere mai? Good? Let's go!*

### Māori Movement

Start with a warmup: <http://www.Māorimovement.co.nz/warm-up>

TŪMATAUENGA is the Māori God of War. Māori Movement is Manu waewae – focusing on isometrics and balance through “peruperu”. You will use your waewae (leg/feet) to build your understanding of “ihi” which is your essential force and builds self-control by holding the position of Tū Tane (known as the war stance).

- You will practice 3 levels of “peruperu”.
- The challenge is to hold the position of Tū Tane for 30 seconds.

Here is your challenge <http://www.Māorimovement.co.nz/courses/ruaumoko/level-1-ruaumoko>

### Fitness countdown

You don't need anything for this activity but a positive attitude and a water bottle!

- tekau (10) jumping jacks \*\*modify: right leg steps out to the side then left leg
- iwa (9) forward lunges (on each leg) \*\*modify: use a box and step up and down
- waru (8) squats (don't let your knees go past your toes) \*\*modify: sit in chair, stand up
- whitu (7) donkey kicks (each leg) – can do standing or sitting
- ono (6) sit ups \*\*modify: touch knees
- rima (5) high knees \*\*modify: lift knees up while laying down on back
- whā (4) push-ups \*\*modify: do on your knees
- toru (3) star kicks (right leg – kick forward, side, back; then left leg)
- rua (2) burpees \*\*modify: walk outs – walk out with your hands and walk back
- tahi (1) superman pose or plank for as long as you can hold! \*\*modify: on your knees

**Take a rest and repeat. Tumeke!**

## 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 to help you get ready for learning, calm your mind, and body, and reflect:

### Body scan

While sitting or lying, check in with your body to see how you are feeling physically without judging yourself or asking “why”. You could check in on the following:

- How is my breath, shallow or deep?
- Where do I feel sore or tense?
- How does my back, neck, face, leg muscles feel?

### Mindfulness in Nature

Being in a natural environment can cause a lot of positive feelings such as wonderment and awe. If you feel these feelings when you are outside, it is a clever idea to spend lots of time in that environment. Go outside and sit in a comfortable place:

- Notice 5 natural things you can see
- Notice 4 different colours in these things
- Notice 3 different textures (close your eyes and feel around if that helps) – for example, a rugged bark, pointed grass
- Notice 2 things you can smell
- Notice 1 favourite thing from any part of today

Stay a moment and check how you are feeling. If you wanted to take your observations further, go inside and write things that stood out for you. You can turn these observations into a poem.

### A-Z of self-care

What can you do to look after yourself today? Make an A-Z list. A partial example follows.

**A is for** acknowledging how I feel

**B is for** belly breathing

**C is for** choosing healthy foods to eat

**D is for** ...

### 180s

Taking time to see another person’s point of view can develop our empathy and understanding. This activity helps you take a 180-degree perspective. Find somewhere quiet to sit and imagine the world from another person’s viewpoint. Ask yourself some questions like the following:

- I wonder how my teacher feels when the class isn’t listening.
- I wonder how my classmate feels when he/she was laughed at?
- I wonder how my mum feels when I don’t do what she asks, for example, make my bed?

Record your thinking. You can also ponder what you have in common with others. When we can see our similarities, we can appreciate our differences.

- What do I have in common with the Prime Minister?
- What do I have in common with Stan Walker?
- What do I have in common with a book character/a movie star/an athlete and so on?

### Hikitia te hā

This is a “a series of simple te ao Māori breathing exercises that anyone can learn. Focusing on our breathing calms the body and mind and is a very helpful practice for feeling more present and mindful. Hikitia Te Hā was developed by Rawiri Hindle”.

Go to the website and follow along to the videos. <https://www.allright.org.nz/tools/hikitia-te-ha>

## 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\\_pulEjT0](https://www.youtube.com/watch?v=3em_pulEjT0)

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 page 5.)
- Have you chosen a wellbeing activity? (See page 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 page 8.)



## Ending each day

Please ensure your learner does 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. If you have concerns with their learning or find that your learner is needing more help, contact their teacher for more support.

### Option 1: Reflections about my learning

Take some time to think about how you are feeling after today's learning activities.

Reflect on the following prompts in your reflective journal.

- What did you enjoy most about today?
- What is one thing you feel you learnt today?
- What is one strategy that helped you with your learning?
- What did you find challenging or distracting? (You ran out of time for some activities, or you finished them quite quickly and wanted to dig in a little deeper.)
- Is there anything you need extra help with? Who can you ask to help you with that?
- Is there anything you want to catch up on tomorrow?

### Option 2: Reflections about my day

Choose 3-5 questions to respond to in your reflective journal:

- What was the best part of your day? Why?
- What did you worry about today? Are you still worried?
- What is a problem you had today? How did you solve it?
- Would you want to re-live this day again? Why or why not?
- What is something you learned today that you want to remember tomorrow?
- If you could travel back in time to the beginning of the school day, what advice would you give yourself?
- Were you able to finish all of your work today? Why or why not?

### Option 3: Reflections about myself

Choose 3-5 questions to respond to in your reflective journal:

- What does having a growth mindset mean to you? When did you last notice yourself having a growth mindset?
- How can you tell that you're getting angry? What does your body feel like? What are you thinking?
- How are you different from your parents/friends/a celebrity of your choice?
- What's something that adults (parents, grandparents, teachers, other) say to you that's really stuck with you? Do you think they're right?
- What do you do when people don't seem to like you?
- What is your proudest accomplishment?
- What things are in your control? What's out of your control? How does it feel to notice that some things are out of your control?
- What do you like about your school? What do you dislike?
- What do you do when you're feeling overwhelmed or stressed out? What's something nice you could say to yourself?
- What is your happiest memory?
- What do you do when you're feeling down?
- What is your favourite book? Movie? Band? Food? Animal? Why is it your favourite?

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: Inquiry getting started

## Notes for teachers and whānau

Activity 1 requires the learner to identify what they already know about what the word “Citizenship” means. They might ask you for your definition, or you might like to discuss with them what you think it means and see if your definitions are similar. Note that our Inquiry focus for today is “getting started”, which includes generating questions, activating prior knowledge, and introducing the theme of citizenship.

Getting  
started

## I am learning to: activate my prior learning to understand what the word “citizenship” means and to define citizenship

What do I need?

- 30 minutes
- Home learning book
- Pen and pencil

**Remember to start your day right (see page 7).**

## Your task

**“I alone cannot change the world, but I can cast a stone across the waters to create many ripples.” Mother Teresa**

**Read** the quote above and **think** about the message Mother Teresa is trying to say. How do you think this relates to “citizenship”?

This task will help to unpack your own understanding of the meaning of citizenship and use other sources to find the definition. In your home learning book **copy** the following table and **complete** each box to show your prior knowledge of the word “Citizenship”.

<b>Define “Citizenship” in your own words:</b>		<b>Draw a picture of what you think “Citizenship” is, means, or looks like.</b>
<b>Definition from proper source such as a dictionary:</b>		
<b>Identify the root word:</b>		
<b>List synonyms (words which mean the same):</b>		
<b>List what you think makes a “good” citizen and a “bad” citizen:</b>		

## Day 1 activity 2: Exploring tipuna | ancestry

### Notes for teachers and whānau

This task requires learners to explore their own ancestry, upbringing, hobbies, interests, life goals, and so on. They may wish to discuss this with a family member if they don't have the information about their ancestry – this could be good to explore together!

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### I am learning to: create a visual representation of my past, present and future

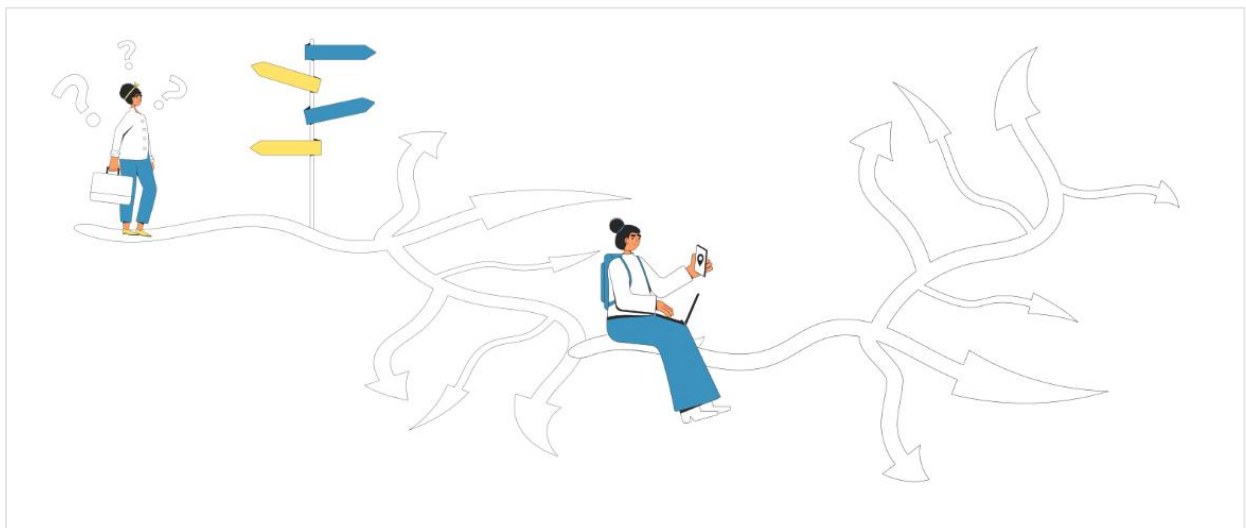
What do I need?

- 30 minutes
- Poster paper
- Old magazines, newspapers, other materials that could be cut up
- Glue and scissors
- Coloured pens/pencils

### Your task

In the task below, you will use the analogy of a road map to create a representation of your past, present and future.

**Create** a poster which represents your past, present and future whakapapa including whānau, hobbies, interests, sports, and ambitions. This could be represented as a road map and could be done as a collage of pictures, words, or a mixture of both — be bright and bold!



## Day 1 activity 3: Māori values in every-day life

### Notes for teachers and whānau

This activity requires the learner to understand how Māori values below are reflected in everyday life. They may ask family members for examples of carrying out these values, or you may like to help them identify values that are seen in the community.

**I am learning to: identify the Māori values of manaakitanga, whanaungatanga, kaitiakitanga, rangatiratanga and wairuatanga and how they relate to citizenship; Identify ways in which we and others incorporate these values into everyday life**

What do I need?

- 30 minutes
- Home learning book
- Pen/pencil
- Ruler for table

### Your task

The values below are just some of the values that are fundamental to being Māori and are a part of Māori cultural identity. They are some of the ways in which Māori view, interpret and make sense of the world.

- Manaakitanga – showing respect, generosity, and care for others
- Whanaungatanga – reciprocal relationships
- Kaitiakitanga – guardianship, stewardship, trusteeship
- Rangatiratanga – leadership

The task below will require you to identify examples of how you and others demonstrate these values in everyday situations. For example, **Kaitiakitanga** – you collect rubbish at your local beach every Saturday morning.

**Copy** and **complete** the values table below in your home learning book.

**Log** 3–5 examples of values you undertake, and 3–5 that you might see or know happen in your household or local community.

My own examples	Examples I see or know happen by others in my household or local community	Related Māori value

## Day 1 activity 4: Values that are important to me

### Notes for teachers and whānau

This is another values-based activity which enables the learner to explore which values are important to them and construct a piece of written work explaining their thoughts on these values.

**I am learning to: identify values and concepts relating to citizenship that are important to me; compare and contrast two examples of writing and construct a written piece of work outlining an important concept of being a good citizen.**

What do I need?

- 30 minutes
- Home learning book
- Pen/pencil

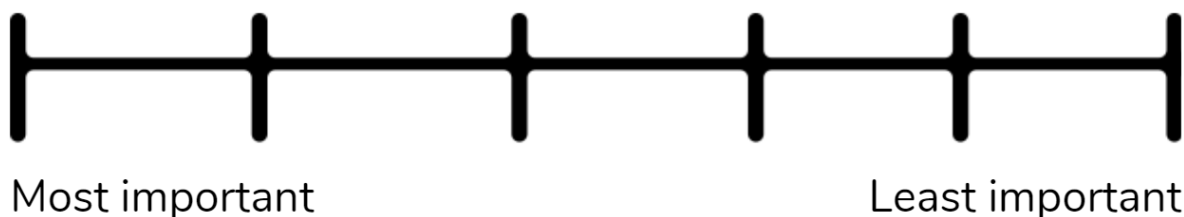
### Your task

There are many different values and concepts we can consider about what it means to be a good citizen.

Here is a list of six words, phrases, ideas that align with citizenship:

- **social justice and equity**
- **peace and conflict**
- **power and governance**
- **human rights**
- **concern for the environment**
- **sustainable development.**

**Copy** the continuum below and **rank** the words above as in order of what you see as most important to you and least important.



**Remember to do your end of day reflection and wellbeing activities (see p. 5 & 8).**

## Day 2 activity 1: Different ways of being

### Notes for teachers and whānau

This task requires the learner to identify people who have differences in their way of life or contribute to the community in some way. They can find out this information by asking members of their whānau or school community online. Note our Inquiry focus “explore, investigate, and discover” includes choosing and evaluating information, and thinking critically.

Explore,  
investigate,  
discover

**I am learning to: identify the differences in our friends, family, and community in relation to the way they live, beliefs, celebration, contribute to society and so on. Complete a crossword identifying keywords we have used in this topic so far.**

What do I need?

- 30 minutes
- Work sheet “Name someone who ...”
- Pen/pencil

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

### Your task

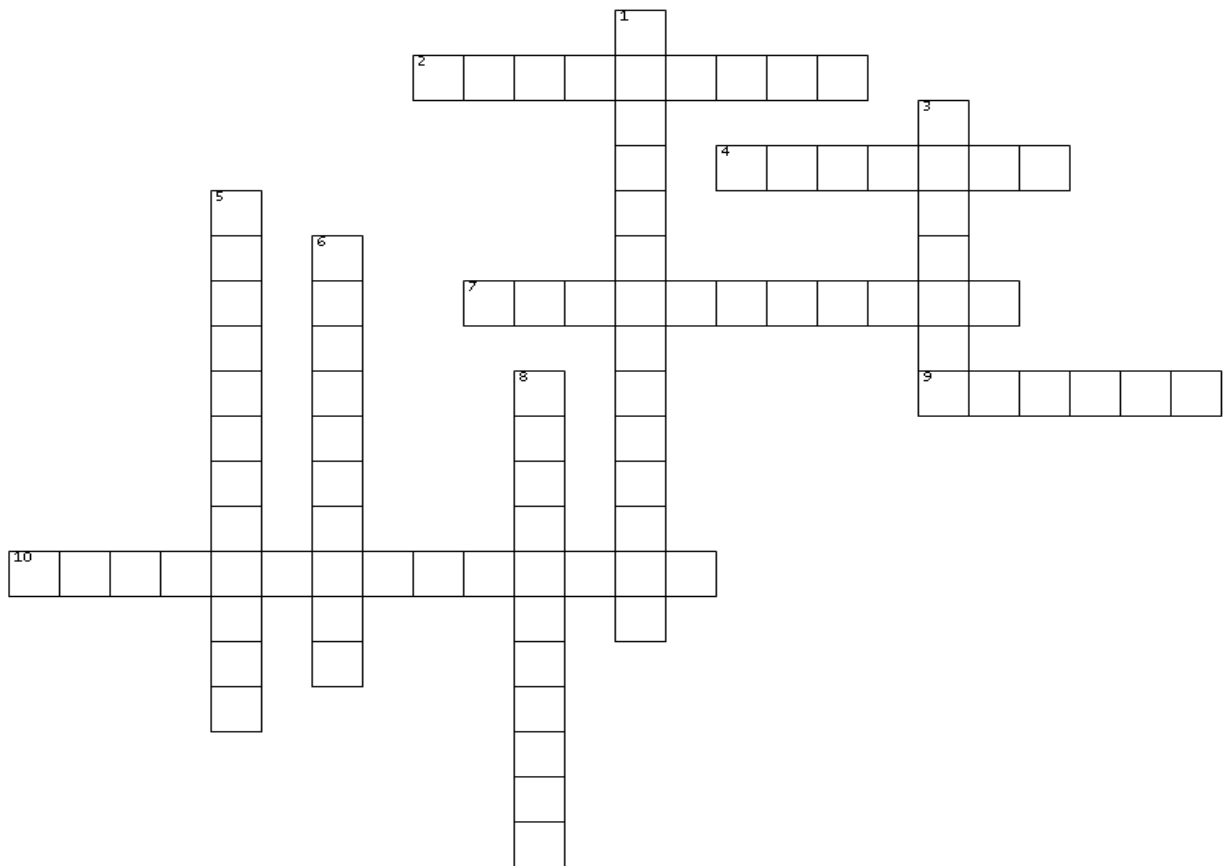
Your friends, whānau, and community all have different ways of living, different values and beliefs, and different ways they contribute to society and their community.

This task will require you to find and connect with people who have these different things. You may have to chat with household members, whānau, friends, and community members that you know to find out this information which could be done through text, phone or safely online.

**Complete** the work sheet “**Name someone who ...**”. **Write** their name and give an example of how or why they fit in this box.

Has a different family structure to you	Has a different birthplace to you	Has a different religion and celebrations to you	Engages in a volunteer program
Has family who live overseas	Has dual citizenship (citizenship in two different countries)	Is involved with a community group	Has donated to a group, charity in some way
Cares for the environment in some way	Engages or contributes to your school community in some way	Is sympathetic to other people's problems	You believe is a great citizen!

**Complete** the crossword below. The key words are words which you will have come across in the activities so far.



#### ACROSS

- 2. a line of descent from one's ancestors
- 4. the ideas, customs, and social behaviour of a particular people or society
- 7. the expression of a public identity. Also, the state of being vested with the rights, privileges, and duties of a citizen
- 9. the quality of being fair or impartial
- 10. reciprocal relationships

#### DOWN

- 1. leadership
- 3. rightfulness or lawfulness
- 5. showing respect, generosity, and care for others
- 6. the action or meaning of governing a state or organisation
- 8. development type of development which meets the needs of the present without comprising future generations



## Day 2 activity 2: New New Zealanders

### Notes for teachers and whānau

This task has two options depending on whether learners have access to Home Learning TV online or on TVNZ. If they do not they can use the School Journal article “New New Zealanders”. Learners will explore what it’s like to leave a country to live in another country.

**I am learning to: locate information in a text; select evidence of the push-and-pull factors and challenges moving countries and identify how children feel and their perspectives at different times when moving countries**

What do I need?

- 30 minutes
- Home learning TV episode “New New Zealanders” on TVNZ, or –
- “New New Zealanders” <https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-3-November-2017/New-New-Zealanders>
- Copy of <https://nzmaths.co.nz/resource/population-pyramids>

### Your task

**Online:** By watching this home learning TV episode, you will begin to think deeply about how it might feel moving country and why people might leave their own country to live in Aotearoa New Zealand. Information will be given during the episode by way of written examples.

**Watch** the Home learning TV episode – “New New Zealanders”

**Read** the examples on the screen and **complete** any activities in your home learning book outlined in the episode.

**Offline:** If you do not have access to the home learning episode – **read** the School Journal article “New New Zealanders” in your home learning book and **complete** the following “perspectives chart” on the Kaka family and their experience migrating as refugees to New Zealand.



### Perspectives Chart

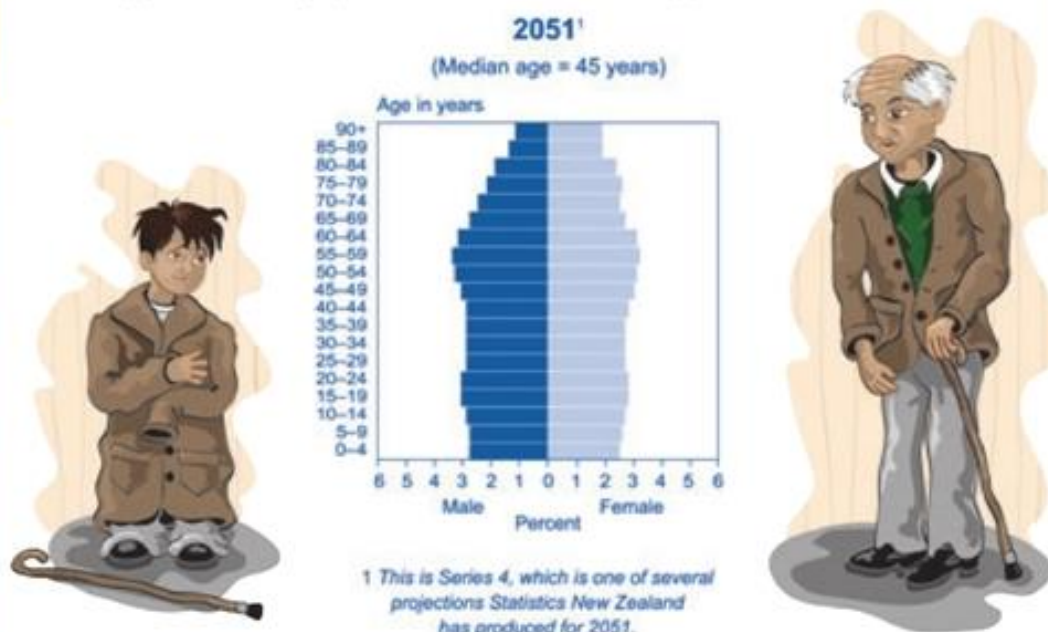
<i><b>Kaka family in Iraq</b></i>	<i><b>Kaka family in New Zealand</b></i>
<i><b>Thoughts:</b></i>	<i><b>Thoughts:</b></i>
<i><b>Feelings:</b></i>	<i><b>Feelings:</b></i>
<i><b>Actions:</b></i>	<i><b>Actions:</b></i>

Finish the task by **completing** the numeracy task on the New Zealand population on the next page.


# Population Pyramids

## ACTIVITY


Population pyramids are useful for showing the age distribution of people in a group. Here is a pyramid showing a prediction for New Zealand's population in 2051:




1. a. Do you think the following interpretations of the graph are correct? Explain your answers.





i. Women seem to live longer.







ii. Nearly one-quarter of all people will be retired.






iii. The average number of children in each family must be only about 1.





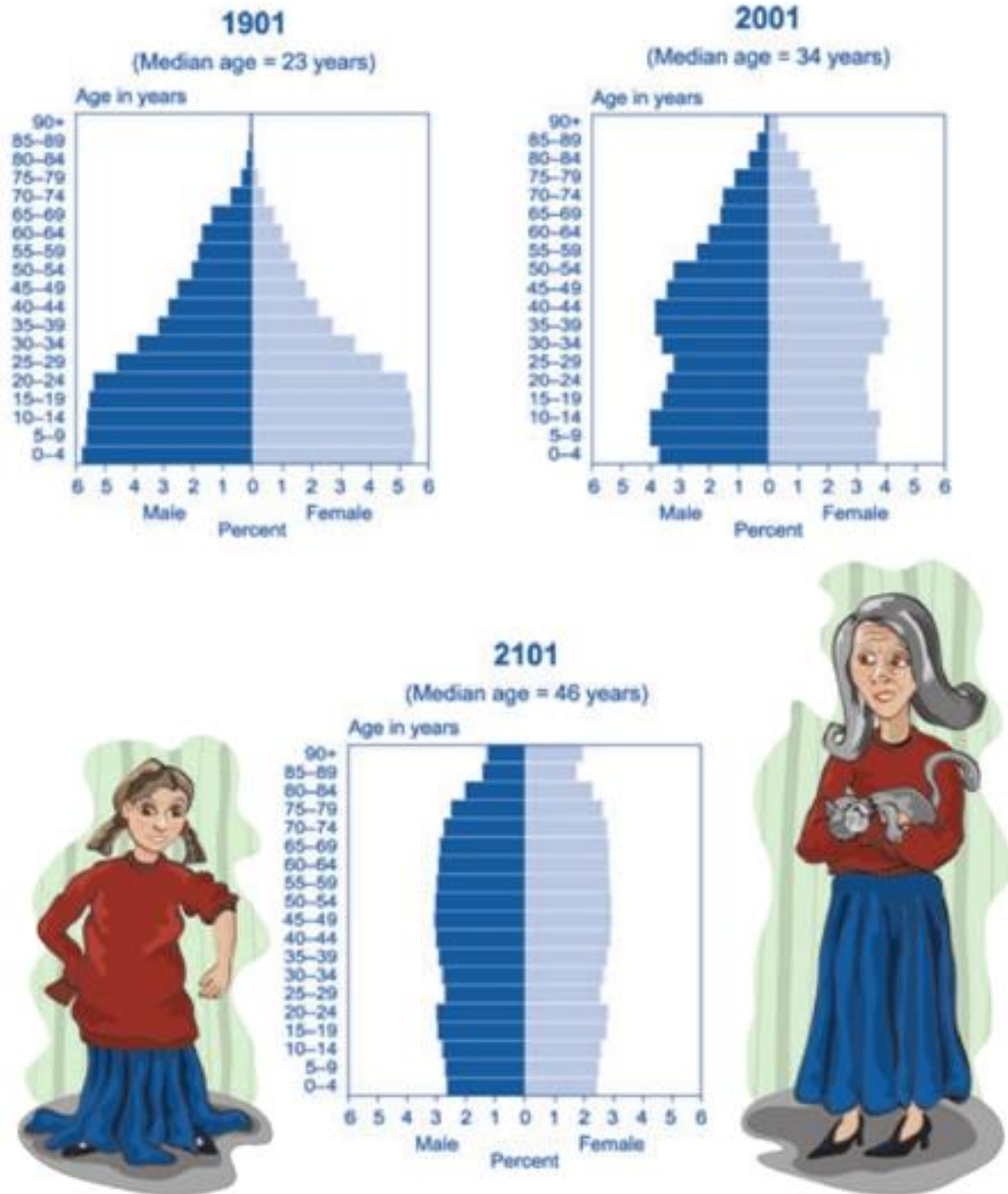
iv. About 5 percent of the population is in each age band. That's surprisingly regular.



- b. What other statements could you write, using information from this graph?

2. The pyramids below show New Zealand's population in 1901 and 2001 and a projection for 2101.

Write at least three sentences to describe the changes taking place (or projected to take place) over this 200 year period.



**INVESTIGATION**

Imagine you are part of a "think tank" planning for New Zealand's future. Using the data above, what changes would you need to plan for in the areas of the workforce, health, taxes, housing, and shopping?

## Day 2 activity 3: How the past effects the present

### Notes for teachers and whānau

The video (or transcript) in this task is useful for discussion around perspectives and values. The video may prompt the learner to talk to whānau, and their school community (teachers and peers) about the events portrayed and the history they know.

### I am learning to: identify ways in which the past affects the present and future

What do I need?

- 30 minutes
- Access to “Video” on <https://ssol.tki.org.nz/Social-studies-1-10/Tuia-Matauranga/New-Zealand-History> (or see the transcript)

### Your task

This NZ History video was recorded with students in year 3, year 6, and year 8. It highlights how the past affects the present which impacts the future. People have different perceptions of what this means, and we can learn from this to create change.

**Watch** the video (or read the transcript below)

#### Transcript

We asked a group of students from Aotearoa to talk about Tuia NZ History. These perspectives are their own. Use these to prompt discussion and explore your own perspectives and values.

#### How can we influence the world by what we do and buy?

Well, usually you have signs, or you go to big crowds that want to save something or help something.

I think you'd need to get in a group. Or get someone really important that people will listen to. And you know, make a group and you know, speak loud, and stand up for what you believe.

Yeah, I'd agree with get someone who has some sort of importance, like an adult. Or a council member. Yeah. People listen to children sometimes but like, sometimes they just kind of think 'Oh they're not talking much sense. Yeah, what do they know they're just young.' It's like, if you have a couple of adults who know what they're talking about, then that could help quite a lot.

#### What cause would you consider protesting for?

I would protest about my culture and fighting for it because the Pākehā has been treating us unfairly and been taking a lot of land. A hundred and fifty years ago they took away the land from the Māori. If it's just being taken, then they will try to make a lot of money off it, which people said is not how New Zealand works.

I would protest for like, stuff that's happening in the environment and stuff that's happening to people that's not fair at all. Like rights that are being ignored.

I think I agree with the environment one. Yeah, I feel quite strongly about the environment.

#### How did places in your area get their names? Was this fair/unfair? How could you make this fairer?

Māori was the first culture to get to New Zealand, so they might have been like, all of them were named Māori and then when the Europeans came, they might have changed some. I think it would be hard to change the place names, but it would be worth a shot.



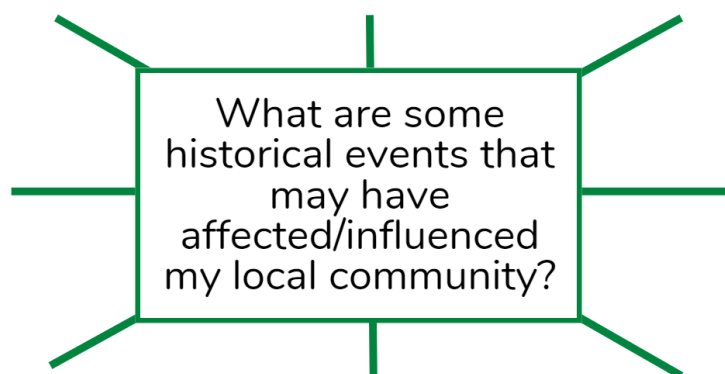
### How can we protect and use te reo and tikanga?

We could protect te reo in our school by like, more people joining into like kapa haka and those sorts of things. Someone can start a petition for like Māori club, and it can be like after lunchtimes or something. And people who want to learn a bit more te reo Māori can just go up and start learning.

**Answer** the following questions in your book.

1. How can we influence the world by what we do or buy?
2. What cause would you consider protesting for?
3. How did the places in your area get their names? Was this fair or unfair? How could you make this fairer?
4. How can we protect and use te reo and tikanga?

**Copy** the question below into your book. **Brainstorm** and **write** down historical events or issues that may have affected or changed your community. You may want to start by talking to your whānau.



## Day 2 activity 4: Ways of greeting and the cost of eating

### Notes for teachers and whānau

This is a numeracy task set in the context of a special Samoan Sunday lunch – To'ona'i. A calculator would be useful to complete this task.

**I am learning to: compare ways in which different people meet, greet, and host each other in different settings. Use simple proportions to find the cost of food**

What do I need?

- 30 minutes
- Look in your pack for a copy of the Figure it out worksheet *To'ona'i*  
<https://nzmaths.co.nz/resource/ona-i>
- Home learning book

### Your task

To'ona'i is a special Samoan Sunday Lunch. It is a time used to celebrate important life events with delicious food and is usually the only meal of the day.

Compare ways different people meet, greet, and host each other in these settings:

- at home
- at the local marae
- at a sports club
- at school.

**Complete** the work sheet below and **answer** the questions in your home learning book.

**Remember to do your end of day reflection and wellbeing activities (see p. 5 and 8).**

Moving House Levels 3–4

### To'ona'i

You need ☒ a classmate

**Activity One**  
Mika's family are planning a to'ona'i to welcome their friends into their new home.  
This is the food they need for their family of 8 people:

- 1 kilogram of talo at \$3.95 a kilogram
- $1\frac{1}{2}$  kilograms of green bananas at \$2.70 a kilogram
- $1\frac{1}{2}$  kilograms of fish at \$12.95 a kilogram
- Three 400 millilitre tins of coconut cream at \$1.75 a tin
- One chicken at \$9.49
- $\frac{1}{2}$  a kilogram of oranges at \$2.39 a kilogram
- A 2 litre carton of ice cream at \$3.75
- One chocolate cake at \$4.55
- One pavlova at \$7.99

The coconut cream will cost  $3 \times \$1.75$ .  
Hmm ... Oh, I could start by going  $3 \times \$2$  ...

18 Calculating costs

## Day 3 activity 1: Who said that?

### Notes for teachers and whānau

Making  
meaning

The learner will match a famous New Zealander to a quote and then choose one that resonates with them and explain why. Note our Inquiry focus for today is "making meaning" which includes analysing, organising, and sorting information, summarising, synthesising, making connections or conclusions, building deeper understandings, and thinking critically.

*Additional activity notes: Answers: A – 6; B – 3; C – 5; D – 1; E – 4; F – 2*

**I am learning to: identify quotes by famous New Zealanders; explain the significance of a chosen quote; and/or construct a simple biography.**

What do I need?

- 30 minutes

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

### Your task

New Zealanders do some remarkable things every day. Some kiwis do even more remarkable things on a global stage. Match the quote below with the famous New Zealander who said it, then answer the questions below.

<b>A</b>	You don't have to be a fantastic hero to do certain things, to compete, you can just be an ordinary chap, sufficiently motivated to reach challenging goals.	<b>1</b>	Taika Waititi
<b>B</b>	I don't believe in magic; I believe in hard work.	<b>2</b>	Helen Clark
<b>C</b>	The seed I would like to sprout in your heart is a vision of Aotearoa where all our people can live together in harmony and share the wisdom from each culture.	<b>3</b>	Richie McCaw
<b>D</b>	I dedicate this to all the Indigenous kids in the world, who want to do art and dance and write stories. We are the original storytellers, and we can make it here as well.	<b>4</b>	Katherine Mansfield
<b>E</b>	Risk! Risk anything! Care no more for the opinions of others, for those voices. Do the hardest thing on earth for you. Act for yourself. Face this truth.	<b>5</b>	Dame Whina Cooper
<b>F</b>	When women are able to live in a safe and secure environment, they can participate effectively in the economy and society. Every woman and girl has the right to live in the safety of her home and community.	<b>6</b>	Sir Edmund Hilary



Images: <http://www.mariuszkubik.pl/https://creativecommons.org/licenses/by/2.5> and <https://commons.wikimedia.org/wiki/>

**Choose** one of the quotes above that resonates with you. **Answer these** questions:

1. What does it mean to you?
2. What feelings do you think this person had when saying this?
3. What does it reveal about them as a citizen of Aotearoa or a global citizen?

**OR write** a simple biography about one of these New Zealanders. Include:

- Where did they live?
- What are they famous for? How did they contribute to society?
- Are they a good role model? Why?

## Day 3 activity 2: Identifying moths in your neighbourhood

### Notes for teachers and whānau

This activity introduces the learner to a Citizen Science project “Ahi Pepe | MothNet”. Learners will watch a clip about how Scientists, communities, learners are all working together to survey and collect information about moths in their local areas and how all this information is important to Scientists to gauge the state of the ecosystems involved. Learners can also involve themselves by surveying and collecting information on moths found in their local areas. They may need some equipment (listed below) to do this, or even have a small bathroom/toilet window available to be left open with a light on for a short period of time to see what comes in!

**I am learning to: understand how science is linked to citizenship; understand the importance of caring for the environment; and to plan a science project that could help gain information about the local ecosystem.**

What do I need?

- 30 minutes
- Introduction to Ahi Pepe | MothNet <https://youtu.be/gd7Mq2MjNwY> or transcript
- Look in your pack for a copy of <https://mothnet.org/home/identification-guides/> identification guide to moths for your location
- Smartphone to take photos (optional)
- Magnifying glass for identifying moths (optional)
- A bright light for attracting moths (optional)
- Jar or container for capturing moths (optional)

### Your task

Ahi Pepe | MothNet is a citizen science project that aims to engage people with moths and through moths with nature and science. There are over 2000 moth species in New Zealand. Over 90% of these moths are endemic to New Zealand (found only in New Zealand). Moths play a very important role in the ecosystem in which they are found, important pollinators in key plant species in the environment. This Citizen Science project aims to raise awareness of protecting moth species and their importance by engaging schools and communities with them. The task below enables you as the learner to also engage with this citizen science project.

**Watch** Introduction to Ahi Pepe | MothNet or **read** transcript

#### Transcript

Kia ora koutou. I'm Barbara Anderson and I'm here with the Ahi Pepe project and what we're doing here is, this is our big experiment day. So, here we're setting out the experiment. We've got the amazing Bushy Park here and you can hear all the birds, you can see all the forest. We're down here in the newly restored wetland area and what we're doing is we're setting out these traps so that we can see what the moth community is doing inside Bushy Park and the effect that the predator free fence is having on the moth community and how different that is from those poor communities that are left outside of the predator free fence.

So, here we have the trap, with a vane and light and here is a little solar sensor so when it gets dark this will go and the light will come on. It's a beautiful blue, white glowy



light and that's really bright to a moth because they have a different eye structure to ours. So the moths hopefully will come into our trap, and they will just fly in here and in the bottom there's a net and then inside the net there's a whole lot of egg cartons and the egg cartons are all rough like the bark of the tree. And so the moths will fly in, they'll be attracted to the light because they think it's the moon, but then they'll go down and they'll snuggle into those egg cartons, and they'll be all nice and safe there and they'll be quite alive and unharmed and happy there all night. So they'll just snuggle down as it was the bark of a tree and they'll stay there and then when it's cool in the morning, before it gets really hot, we'll come, and we'll take the light off and we'll close up the bag. We won't kill the moths, we'll just take the moths and we'll put them in a fridge where it's nice and cool and that will give us time so that we can take each net out and we can look at the moths that are there and hopefully we'll be able to identify them, we may not be able to identify all of the moths because sometimes unfortunately you do need to kill the moths in order to be able to tell what species they are. But, for this exercise what we're actually going to do is just, hopefully, because we've got the New Zealand expert taxonomist here with us in the camp, Dr Robert from Manaaki Whenua, we'll be able to identify most of the moths, and we'll count the numbers that we've got, and then we'll bring the moths back here into Bushy Park and we'll release them back into the environment and hopefully they will carry on.

So, we've got the trap here – this is our moth trap. And we've also set out these little black tracking tunnels over here which are to see what's around that might be eating the moths. Of course, there's the native birds, but there's also the introduced mammals. Obviously inside Bushy Park we're hoping, and we're fairly confident that there are no hedgehogs, not stoats, no possums. There might be a few mice and the other thing there might be is possibly some native gecko, or some skink. We had one time we actually had a kiwi bill mark inside the tracking tunnel where a kiwi ate the peanut butter.

The other thing we've got is we've set up some data loggers. So the data loggers are just little yellow kestrels that measure the temperature and the humidity and the wind speed and direction. We'll have one of those at each of the sites. So we've got three sites here inside Bushy Park, this wetland area, the regenerating forest area, and the old growth forest. And then outside of Bushy Park we've got the same three habitat types which are our controls, but they're outside of the park. So there's a wetland, a forest, and a regenerating forest. And that's the basis of our experiment. It's quite simple. We've got a question – what is the impact of the predator free pet fence? We've got a treatment, which is the fence itself. We've got a control which is the sites outside the fence. We've got the response, which is counting the moths. And we've got the replication which is the four traps laid out here. So that's our five parts of the experiment and that's how we're working with the Ahi Pepe | MothNet.

The YouTube clip should give you some ideas about how you could collect moths and engage with this Citizen Science project. **Consider** surveying/collecting moths yourself in the community and **Write** answers to the following questions in your book.

1. What time of day is best for moth collecting?
2. What equipment will you need to collect moths?
  - a. Dr Hoare uses some very expensive equipment – is there something at home or school you could use instead? Make a list of everything that you will need.

3. Where could you go?
  - a. Can you think of anywhere nearby that might be a good place for collecting moths? You don't necessarily need to go into the bush – parks and urban areas often contain several moth species. Could you collect moths in your own back garden? Is there any way you could attract moths into the bathroom of your house – remember to check with your household first!
  - b. What have you learnt is the best way to attract moths?
4. What data are you going to record and how?
  - a. After you have been out collecting, what information do you need to have to help you identify what species you saw and where? Could you take photos of the moths that you collect?

If you do go out and collect or identify moths – maybe, you could print photos of your findings and paste into your home learning book. Remember to be careful and gentle with the moths – don't kill them! Just capture, observe, and release.

- This site will help identify different moths in your community or back yard.  
<https://mothnet.org/home/identification-guides/>
- This site provides more information about the project.  
<https://www.sciencelearn.org.nz/resources/2618-ahi-pepe-mothnet-an-introduction>



Source: [https://commons.wikimedia.org/wiki/File:Moth\\_-\\_New\\_Zealand\\_-\\_Flickr\\_-\\_GregTheBusker.jpg](https://commons.wikimedia.org/wiki/File:Moth_-_New_Zealand_-_Flickr_-_GregTheBusker.jpg)

## Day 3 activity 3: “Be careful what you say ...”

### Notes for teachers and whānau

Learners will be relating themes portrayed in a story told by Wiremu Grace, *Rona and the Moon*. They will then unpack different ways in which they communicate.

**I am learning to: understand how good communication skills are important in citizenship; identify different types of communication – verbal, written, body language; and to identify the type of communication evident in a Māori legend.**

What do I need?

- 30 minutes
- Look in your pack for a copy of *Rona and the Moon* story  
<https://www.careers.govt.nz/assets/pages/rona-and-the-moonko-rona-me-te-marama/Rona-and-the-moon-booklet.pdf>
- Poster paper
- Coloured pens/pencils/markers

### Your task

Māori myths, legends and stories form an oral history of Aotearoa. They reveal how Māori view the world, the environment, historical events, relationships. They contain important messages that are still relevant to today's world. In this story *Rona and the Moon*, there are several different themes present:

- Influences
- Relationships
- Dealing with conflict
- Understanding
- Acceptance
- Communication

These are all important themes that relate to citizenship as well.

**Read** the story *Rona and the Moon*

**Answer** the following questions:

- How did you feel about the ways Rona and Marama communicated with each other?
- What are some different forms of communication evident in this story
- How do you think Rona and Marama might have been able to communicate better?

**Brainstorm** different ways people communicate with each other. **Copy** and **complete** the table below, with your ideas on the ways you and other people might communicate with parents, kaumātua (grandparents), friends, teachers, people met for the first time.

Parents	Grandparents	Friends	Teachers	First time meeting someone

If you have some extra time – **design and create** a poster representing the Māori story *Rona and the Moon*.

## Day 3 activity 4: The effects of actions

### Notes for teachers and whānau

Learners will identify consequences of an action they could take in the community or in their everyday lives that may make a difference. If any negative consequences arise, they need to think of ways in which these could be prevented.

**I am learning to: construct a consequence wheel which outlines the consequences of a main event or action that a citizen could take and to identify whether these consequences are good or bad for the local community.**

What do I need?

- 30 minutes
- Red and green markers, pens, crayons, or highlighters of two different colour
- Home learning book

### Your task

The consequence wheel shows an action in the middle and then the consequences as you move further out from that action.

**Create** your own consequence wheel with an action of your own choice. You can copy the example above as a template.

**Write** your action in the middle circle and then the consequences of that action in the circles that are linked to it. Those consequences will then have further consequences which you can add to the circles further out.

For example, recycling more plastic, eating less meat, only buying produce from local farmers markets, volunteering at a local salvation army, other.

After completing the wheel – **colour** the “good” consequences green and the “bad” consequences red.

Is there further information/discussion needed to further understand the consequences?

What could be done to break the chain of negative consequences (if there were any)?

**Write** your thoughts and ideas in your home learning book.

**Remember to do your end of day reflection and wellbeing activities (see p. 5 & 8).**

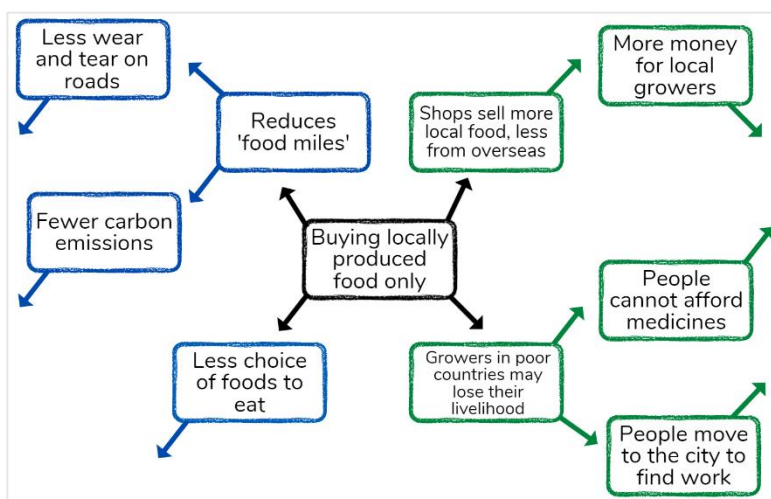


Figure 2 Consequence wheel



## Day 4 activity 1: Being a global citizen

### Notes for teachers and whānau

The learner will explore what it means to be a global citizen looking into global issues and how to check for bias in news media. Note: our Inquiry focus is “going further, deeper”. This may include opportunities to dive deeper through discussions, provocations, exploring further contexts, taking action, or thinking critically and drawing conclusions.

Going  
further/  
deeper

### I am learning to: activate prior knowledge of global citizenship and to compare and contrast global citizenship with that of a community or national citizen

What do I need?

- 30 minutes
- Digital option: *What does it mean to be a citizen of the world?*  
[https://www.youtube.com/watch?v=ODLg\\_00f9BE](https://www.youtube.com/watch?v=ODLg_00f9BE)

**Remember to start your day right (see page 7).**

### Your task

**Copy** the KWHL table below into your book. **Complete** the first three columns.

**Leave** “what have I learnt” until you complete all the activities below.

What do I know about being a global citizen?	What do I want to know?	How will I find out?	What have I learnt?

**Watch the first 5:42 min** (or read the transcript) of *What does it mean to be a citizen of the world?*

#### Transcript

I want to introduce you to an amazing woman – Divinia. Divinia was born in Jamaica, emigrated to the US at 18 and now lives outside of Washington, D.C.. She’s not a high-powered political staffer or a lobbyist. She’d probably tell you she’s quite unremarkable, but she’s having the most remarkable impact.

What’s incredible about Divinia is that she’s willing to spend time every week focused on people who are not her: not in her neighbourhood, her state, nor even in her country – people she’d likely never meet.

Divinia’s impact started a few years ago when she reached out to all of her friends on Facebook and asked them to donate their pennies so she could fund girls’ education. She wasn’t expecting a huge response, but 700,000 pennies later, she’s now sent over 120 girls to school. When we spoke last week, she told me she’s become a little infamous at the local bank every time she rocks up with a shopping cart full of pennies.

Now, Divinia is not alone. Far from it. She’s part of a growing movement. And there’s a name for people like Divinia: global citizens.

A global citizen is someone who self-identifies first and foremost, not as a member of a state, a tribe, or a nation, but as a member of the human race and someone who is prepared to act on that belief to tackle our world’s greatest challenges. Our work is focused on finding, supporting, and activating global citizens. They exist in every country and among every demographic.

I want to make the case to you today that the world’s future depends on global citizens. I’m

convinced that if we had more global citizens active in our world, then every one of the major challenges we face – from poverty, climate change, gender inequality – become solvable. They are ultimately global issues, and they can ultimately only be solved by global citizens demanding global solutions from their leaders. Now, some people's immediate reaction to this idea is that it's either a bit utopian or even threatening. So I'd like to share with you a little of my story today, how I ended up here, how it connects with Divinia, and hopefully, with you.

Growing up in Melbourne, Australia, I was one of those irritating kids that never, ever stopped asking, "Why?" I used to ask my mum the most annoying questions. I'd ask her questions like, "Mum, why can't I dress up and play with puppets all day?" "Why do you want fries with that?" "What is a shrimp, and why do we have to keep throwing them on the barbie?" "And mum - this haircut? Why?" The worst haircut, I think.

As a "why" kid, I thought I could change the world, and it was impossible to convince me otherwise. When I was 12 and in my first year of high school, I started raising money for communities in the developing world. We were an enthusiastic group of kids, and we raised more money than any other school in Australia. And so, I was awarded the chance to go to the Philippines to learn more.

It was 1998. We were taken into a slum in the outskirts of Manila. It was there I became friends with Sonny Boy, who lived on what was literally a pile of steaming garbage. "Smoky Mountain" was what they called it. But don't let the romance of that name fool you, because it was nothing more than a rancid landfill that kids like Sonny Boy spend hours rummaging through every single day to find something, anything of value.

That night with Sonny Boy and his family changed my life forever, because when it came time to go to sleep, we simply laid down on this concrete slab the size of half my bedroom with myself, Sonny Boy, and the rest of his family – seven of us in this long line, with the smell of rubbish, and cockroaches crawling all around.

I didn't sleep a wink; I lay awake thinking, why should anyone have to live like this when I have so much? Why should Sonny Boy's ability to live out his dreams be determined by where he's born, or what Warren Buffett called "the ovarian lottery?" I just didn't get it, and I needed to understand why.

Now, I only later came to understand that the poverty I'd seen in the Philippines was the result of decisions made or not made, man-made, by a succession of colonial powers and corrupt governments who had anything but the interests of Sonny Boy at heart. Sure, they didn't create Smoky Mountain, but they may as well have. And if we're to try to help kids like Sonny Boy, it wouldn't work just to try to send him a few dollars, or to try to clean up the garbage dump on which he lived, because the core of the problem lay elsewhere.

And as I worked on community development projects over the coming years trying to help build schools, train teachers, and tackle HIV and AIDS, I came to see that community development should be driven by communities themselves, and that although charity is necessary, it's not sufficient.

We need to confront these challenges on a global scale and in a systemic way. And the best thing I could do is try to mobilize a large group of citizens back home to insist that our leaders engage in that systemic change.

**Answer** the following questions in your home learning book

- What does it mean to be a global citizen?
- How is this different from being a citizen of your own country or community?  
How is it the same?
- How do you feel after watching this clip/reading the transcript?
- How do you rate yourself as a global citizen? Why?
- Fill in the "L" of your KWHL – what did you learn?

## Day 4 activity 2: What this quote means to me

### Notes for teachers and whānau

This activity requires the learner to reflect on quotes from famous people and choose one that resonates with them. They can also reflect on how cultures, traditions, and societies from around the world are reflected in their own communities.

### I am learning to: reflect on quotes from famous global citizens and what they mean to me and to summarize what a global citizen is

What do I need?

- 30 minutes
- Home learning book
- [https://www.youtube.com/watch?v=oL8\\_1isEWIw](https://www.youtube.com/watch?v=oL8_1isEWIw) or read the transcript

### Your task

These quotes are from highly regarded global citizens who made a difference in not only the communities they lived in but to the world itself.

**Read** these quotes and **complete** the activities below.

“Before you finish eating breakfast this morning, you’ve depended on more than half the world.” Martin Luther King

“If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality.” Desmond Tutu

“We all live with the objective of being happy, we are all different yet the same.” Anne Frank

**Answer** the following questions or complete the following tasks in your book

- What do you think Martin Luther King meant in the first quote – how have you relied on half the world just by eating your breakfast, in what ways are they true for you?
- How might different cultures influence your day-to-day life?
- Reflect on Desmond Tutu’s message – where is there injustice:
  - in the world?
  - in your country?
  - In your community?
- How can you, as a global citizen, reinforce these injustices or do something about these injustices?
- In your school or community how are a range of cultures, traditions and societies reflected?

**Find** your own quotes from well-known global citizens that you think reflect what it means to be a global citizen. Try and find at least three and write them in your book.

**Watch** *3-minute Concept – global citizenship* or read the transcript below.

## Transcript

Global citizenship can be understood in terms of the qualities of people in the role of citizens. People with these qualities will not see things only from a personal point of view but will empathetically understand local and global topics from the perspective that they are members of the world. They are concerned with topics such as gender equality, global refugee crisis, cultural heritage conservation, climate change, food safety.

Global citizenship can be used to describe both individuals and groups that possess the above qualities. They take action to respond to the needs of different groups in the world and work together to promote the wellbeing of humankind.

Convenient information and personal experiences have made people realise that many disasters and crises cannot be tackled without the concerted efforts of others. For example, with the coming of extreme weather, people have begun to think and realise that climate change is a global problem and that only through the concerted effort of different countries and support of people worldwide can we reduce its negative impacts. This comes out from the consideration that we are all in the same boat.

Nevertheless, the actions of some global citizens are good deeds that are selfless and for helping others. For example, in the United States a five-year-old girl learned from a TV programme that malaria transmitted through mosquitoes kills one person every 30 seconds in Africa. She asked her mother to stop buying her lollies; instead, she used the \$10 saved to buy a mosquito net and with the help of a charity organisation the mosquito net was sent to Africa.

The girl soon realised that more can be done to help the people in Africa. She joined other children to raise money through charity sales, drawing cards, and encouraging wealthy people to donate money. She successfully raised money for more than 300,000 mosquito nets.

This example shows that in the face of challenges that threaten the wellbeing of humankind, global citizens – no matter that they are individuals or groups – can provide direct aid, relay the message, coordinate people's efforts, and work collaboratively in order to fulfil the mission of global citizens and promote such qualities.

The qualities of global citizens include:

- understand the world
- show concern for the lives of different people and the problems facing the world
- respect diversity
- act against discrimination
- safeguard justice
- care for nature so that people all over the world and the natural environment can be treated fairly
- be a communicator and problem solver
- promote peaceful coexistence between people of different cultures
- propose feasible action plans to deal with problems.
- take action. Start with ourselves in making positive changes in life and encourage others to do the same to make the world a better place.

Global citizenship can be understood in terms of the qualities of people in the role of citizens. Finally, you may have noticed that unlike other types of citizenship it does not require any application to become a global citizen. There are also no passports for global citizens. Visions, beliefs, and actions for the overall wellbeing of humankind and the planet are what it takes to become a global citizen.

Do you consider yourself a global citizen?

**Summarize** what you think it means to be a global citizen using examples from the video. You can summarize in a paragraph form, bullet points or in picture form.



## Day 4 activity 3: Finding out what matters globally

### Notes for teachers and whānau

Learners will be going on a hunt for global issues. You can try and help them source these and look out for them on the television, newspapers, radio, and so on. They will have to evaluate these sources for credibility and reliability.

### I am learning to: identify global issues happening now and to evaluate sources of information for their credibility and reliability

What do I need?

- 30 minutes
- Access to sources of news information such as TV news, online news, articles, newspapers

### Your task

There are many global issues that citizens should care about – but how do we find out which ones matter and are important? Often news media plays a role in providing us this information, but we do we have to take care that it is from an unbiased reputable source. The task below will help you identify some global issues and to critique the sources from which you gain this information.

How will you know if a source is credible (particularly websites)? Use the following as a checklist.

Credible

- ☐ A credible group or individual can be identified as the author.
- ☐ Has been updated in the last 3-6 months.
- ☐ Has external links to other reliable websites.

Not likely to be credible

- ☐ Lots of advertisements/clickbait.
- ☐ Clearly biased toward a specific opinion or point of view.
- ☐ Contains lots of spelling mistakes and broken links.
- ☐ Purpose is to sell a product or service.

Scavenger hunt!

**Find** articles, discussions, forums, newsclips that highlight a global issue.

**Copy** and **complete** the table below in your home learning book with your findings.

Article, news item, discussion. other: Title author and date of publication	Three key points	What does it mean for me?	What does it mean for others? For example, my community, whānau, friends, and so on.	Critique your source – is it reliable, unbiased, provides up to date information?

## Day 4 activity 4: Testing the air quality

### Notes for teachers and whānau

*This activity encourages the learner to make sense of a global and local issue and how it can be measured simply in their local community. Using their own experiences and prior knowledge, they can make sense of the tasks asked of them. The practical task is optional if they have the resources available. It could be quite an interesting activity to see how much pollution is in the air around the learner and their whānau.*

**I am learning to: perform calculations with percentages; gather and interpret statistical data; and to set up a practical experiment to see how much air pollution is in the neighbourhood/local environment (optional)**

What do I need?

- 30 minutes
- Look in your pack for a copy of Figure it out NZ maths worksheet  
<https://nzmaths.co.nz/sites/default/files/TheAirWeBreathe.pdf>

The following items are optional if you choose to carry out the practical tasks:

- candle
- ceramic mug
- hand lens
- cardboard
- petroleum jelly
- cling film
- string.

### Instructions:

A global and local issue affecting New Zealanders is air quality. Contributors to poor air quality are industry, vehicle emissions, intensive farming to name a few. This degradation in air quality can lead to significant health issues such as asthma and chronic respiratory issues.

This “figure it out” task will require you to make sense of information relating to air quality, draw on their own experiences and explain their ideas.

You could also test how dirty the air is in your neighbourhood, street, or outside your house by following the instructions on the worksheet – this is optional.

**Complete** the worksheet “The air we breathe”.

Be extra careful if you complete the first activity with the candle.

**Remember to do your end of day reflection and wellbeing activities (see p. 5 & 8).**

Using Resources: Mathematics in science contexts, Levels 3–4+

### The Air We Breathe

**You need** • a candle • a mirror or smooth ceramic mug • a hand lens or microscope • string  
• a map of the school • cardboard • cling film • petroleum jelly • classmates

**Activity One**

1. Light a candle and carefully hold a mirror or a smooth ceramic mug over it for a few seconds. What do you notice?
- 2.

• Every day, we breathe an average of 11 000 litres of air. If this air contains pollutants, chemicals can get into our bodies and poison us or give us asthma.

• Health officials predict that 1 100 people will die each year in New Zealand from illnesses relating to air pollution, with 58 percent of these due to motor vehicle emissions.

• Auckland has one of the highest rates of asthma in the world. In Auckland, about 8 percent of all adults and 13 percent of all children are asthmatic. (Of course, not all cases of asthma are caused by pollution.)

Use the information in the box above to answer these questions:

- a. How much air do we typically inhale in an hour?
- b. Out of 1 100 New Zealand deaths from illness related to air pollution, how many may be due to pollution from vehicles?
- c. In an Auckland school of 450 students, how many students are likely to have asthma?

*You can't always see the pollution in the air – but it's there!*

## Day 5 activity 1: Setting up a community project

### Notes for teachers and whānau

Learners will be designing and developing their own local community project. They may survey you to find out your ideas on what type of project you think would be best or most important for you or the community. Note our Inquiry focus is “present – share learning about the big idea”, which includes thinking about who the audience is and considering different ways of communicating learning such as presentation, video, poster.



Sharing  
my  
learning

---

### I am learning to: design and develop my own citizenship project around a cause of my own choice.

What do I need?

- 30 minutes
- *How to start a community project in 10 steps*  
<https://www.youtube.com/watch?v=n8b2A7ThU4Y> or read transcript

**Remember to start your day right (see page 7).**

### Your task

The next two activities require you to design and create an advertisement for a local community project.

**Watch** *How to start a community project in 10 steps* or **read** the transcript below.

#### Transcript

##### Step 1 – Idea

Do you have an idea for a project? Great! There are simple steps you can follow to give your project the best chance of success.

##### Step 2 – Research

What gap in the community does your idea fill? Is there a need? Is your project already offered somewhere nearby? In some cases, advocating for changes or joining in with existing projects, might be the best way to achieve your goals rather than starting a new project. Nothing currently available? Time to lead your own project.

##### Step 3 – Recruit your team

Have you talked with your family, friends, and similar groups in the area? What groups, businesses or organisations might be able to help you? A partnership, or team will give you more energy and support. If you get a team, be sure to clearly define who is responsible for each task. Having a team also helps to show that there is community support for your idea.

##### Step 4 – Now some details

Do you need funding to support your project? Many projects can be run with surprisingly little funds. You may find that donation of goods, services, venues, and peoples time are the most valuable resources for your project. If you are considering applying for grants, try linking in with other organisations or groups to help you apply and manage the money.

#### Step 5 – Location, location, location

Do you need a venue for your project? You can approach your local council, sports or hobby club for casual room hire. Use the great outdoors or think outside the box for other options. How will people get there? Have you thought about access to public transport? How often will you need it and what time will best suit the people that you want to come?

#### Step 6 – What if something goes wrong?

All projects have risks. Identifying all the risks, you can be confident that your team is ready to handle any problems that arise. Plan ahead. Have you thought about insurance or incorporation? If you are not ready, look into partnerships to help you with these. Do you need permits or special permissions for your project? Talk to your local community development councillor. Do you need a working with children's check, or food handling certificate? These can often be done online.

#### Step 7 – Get the word out

There are lots of options to tell people about your project. Consider what will work best for your audience and idea.

#### Step 8 – Growing your project

How can you improve your project and keep it going? Consider whether your team would benefit from training such as project management, grant writing, marketing, or promotion. Or maybe something specific to your project like art or exercise skills.

How did your project go?

#### Step 9 – Measure your success

It's a good idea to ask people who took part in your project for feedback and ideas for improvements. You can use this information to improve your project and to tell your story to help get more funding, support, or community members involved.

#### Step 10 – More information

Many resources and templates can be found free online. Don't forget, there is always someone you can talk to at your local council, neighbourhood house, or relevant club for help. Good luck. Now it's your turn. Start at Step 1 – What's your idea to improve your local community?

**Write** down each of these ten steps (you may need to pause the video as you write each one down).

**Brainstorm** ideas for a local community project – **survey** your whānau, friends, or household members for what they think may be the best idea.

Once you have settled on your project idea:

- **design** your project
- **follow** the ten steps you had written down from the YouTube clip
- **write** down ideas for each step.

## Day 5 activity 2: Advertising your community project

### Notes for teachers and whānau

This activity carries on from the previous one. The learner will now create advertising or awareness for their local community project they have designed.

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### I am learning to: design an advertisement for a local community project

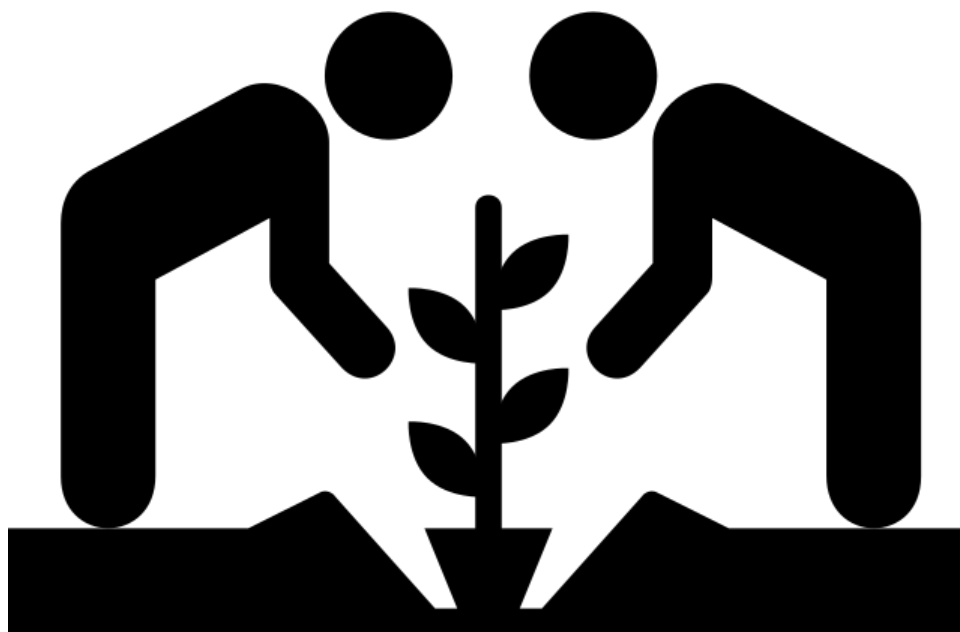
What do I need?

- 30 minutes
- Poster paper, paper, online design program (optional)

### Your task

Local community projects can only get started if there are people willing and able to get on board. Therefore, raising awareness and advertising is a crucial part of any local community project.

**Design, or create** a way to raise awareness for your project – a poster, t-shirt design, pamphlet, social media, or video promotion are just a few ideas you could choose from.



[https://commons.wikimedia.org/wiki/File:Community\\_Garden\\_\(6396\)\\_-\\_The\\_Noun\\_Project.svg](https://commons.wikimedia.org/wiki/File:Community_Garden_(6396)_-_The_Noun_Project.svg)

**Share** your community project idea with your online community, whānau, neighbourhood, and so on. Maybe it is something you can get up and running to make a difference to your community!

## Day 5 activity 3: Introduction to tapa cloth

### Notes for teachers and whānau

This activity requires the learner to explore tapa cloths and their use and importance in Pacific cultures.

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**In this activity I am learning to: understand the importance and use of tapa cloths to Pacific cultures; define mathematical concepts of rotation, translation, and enlargement; and to explain how they are used and evident in tapa cloth design**

What do I need?

- 30 minutes
- *Tapa cloth – tales from Te Papa* episode 38  
<https://www.youtube.com/watch?v=A58rbCHTQJc> or read transcript

### Your task

Tapa cloth and tapa making are a big part of Pacific cultures. The rhythmic sounds of women making tapa can be heard through villages from morning to night. It is used for both ceremonial and practical purposes such as weddings, funerals, clothes, blankets, dancing costumes.

Evident in the patterns on the tapa cloth are some geometric concepts – rotation, reflection, translation, and enlargement. Examples are given to you below.

**Watch** *Tapa cloth – tales from Te Papa* episode 38 or **read** the transcript below. This talks about what Tapa cloth is, how it is made and what it is used for.

#### Transcript

Tapa is crafted from the flattened bark of a tree. It's been used in fashion for several hundred years, and in the Pacific islands, it takes a lot of beating, but not only when it's being made. It also has a large number of uses, both practical and ceremonial.

Tapa is cloth material made by beating the inner bark of various trees. Pacific islanders use this material to create different clothing styles, and this is an example from Niue. This here is a tiputa (pronounced siputa), or a poncho made from tapa. So this garment, is placed over the head and worn to cover the upper body. It's a form of modesty really. This is a great example of tapa from that period – the late 19<sup>th</sup> century. It's quite rare to have it in a museum.

Tapa has been replaced by cotton on most Pacific islands. But when the occasion calls for a fancy frock, tapa is still on top.

This is a beautiful wedding dress that was made for me by Paula Chan Cheuk, and she's a very well-known designer who is based in Auckland. She was the first designer that used tapa and taken something from a historical context and sort of refashioned it into a more contemporary way and I really loved it, and I rang her I was getting married, and I asked her if she could make me one for the wedding day. My mother is Samoan, my father is Australian but don't tell anybody that. But my mother raised me yeah, so this was a testimony to her.



Tapa is about women's knowledge, it's about women's power, and that even though it doesn't grow in New Zealand, that connection still continues on. I love the idea about the fact it's made from the inner part of the tree – this tree connected to the earth, to the whenua, and that connection with Mother Earth. Instead of pearls and lace and white satin, it was just a beautiful expression of my own heritage which was lovely to embrace on the wedding day to this man I was about to marry. This is something that can be appreciated and preserved for my children's children hopefully – so it's really lovely that it's here at Te Papa and a privilege for it to be here.

Everybody hopes for fine weather on their wedding day, but it's even more important if you're wearing tapa. When it gets wet it can disintegrate so keep an eye of the clouds if you wear tapa outside.

**Define** the geometric terms below and **write** these definitions along with a picture as an example in your book.

(Digital extra – See this clip <https://www.youtube.com/watch?v=VvBqWeDVqbs> if you need help understand these terms.)

- Rotation –
- Reflection –
- Translation –
- Enlargement –

**Study** the tapa cloth examples below. Can you **identify** rotation, reflection, translation, and/or enlargement in them?



<https://commons.wikimedia.org/w/index.php?search=tapa+cloth&title=Special:MediaSearch&q=Go&type=image>

<https://commons.wikimedia.org/wiki/File:Bark>



[Cloth, Large panel of tapa cloth, 19th or early 20th century \(CH 18421361\).jpg](#)

## Day 5 activity 4: Create your own tapa cloth

### Notes for teachers and whānau

Learners will now be creating their own tapa cloth reflecting this week's learning. They may need some help, sourcing appropriate pens and paper/materials to use for making this. It would then be great for them to share their design with you and for you all to reflect on their week of learning together.

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**I am learning to: design my own tapa cloth to reflect my learning for the week. Include geometric concepts of rotation, reflection, translation, and enlargement in my tapa design**

What do I need?

- 30 minutes
- Poster paper
- Black pen/pencil/crayon/charcoal

### Your task

From the above activity, you will now know that tapa designs can be used to tell a story. Combining your knowledge of the geometric concepts and tapa design come up with a cloth idea that reflects your weeks learning on "Citizenship".

This website <https://www.officemax.co.nz/education/artspace/tapa> could give you an idea on how to make your tapa cloth design by repeating patterns on squares of paper and sticking them together to make one large "cloth" or simply tell your story in one large square of paper.

- **Cut** out a large square (30 cm approximately) of kraft, butcher or poster paper.
- **Fold** it in half, then in half again, you will now have four different squares to create your design that reflects your learning for the week.
- **Remember** to try and **include** some of the geometric concepts of rotation, reflection, translation, and enlargement in your design.
- You could make more than one large square and stick them all together if you need further space to tell your story.

**Share** your creation with your whānau and explain what it reflects about your week of learning.

**Remember to do your end of day reflection and wellbeing activities (see p. 5 & 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: Citizens' rights and responsibilities in Aotearoa

## Notes for teachers and whānau

Today's activities will be about establishing what rights and responsibilities citizens have. This first activity helps the learner access their prior knowledge and experience around rights and responsibilities. Note our Inquiry focus for today is "getting started" which includes generating questions, activating prior knowledge, and introducing the theme.

Getting  
started

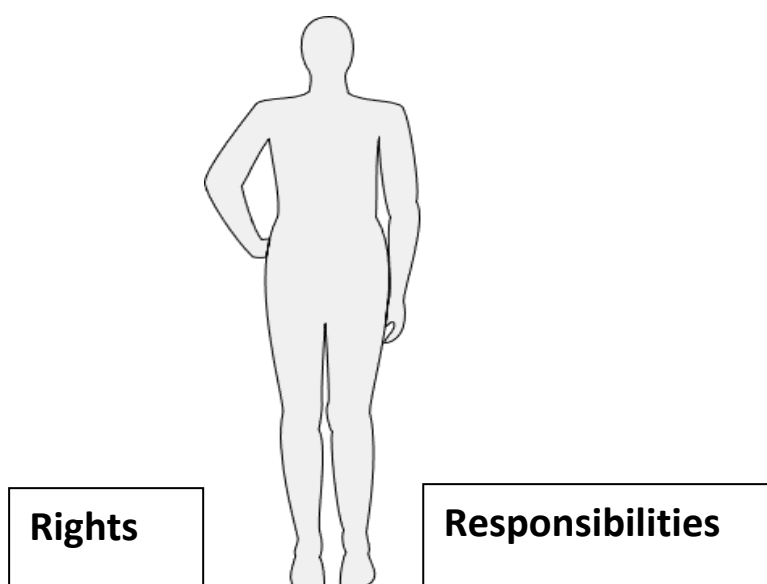
## I am learning to: brainstorm rights and responsibilities of New Zealand citizens

What do I need?

- 30 minutes
- Home learning book

## Your task

Using the outline below, brainstorm the rights and responsibilities you think comes with being a citizen of Aotearoa.



Choose three rights and/or responsibilities you have identified and write in your home learning book why you believe each of these are important for citizens of New Zealand to have.

With every right we have comes a responsibility. Copy and complete the table below and identify the responsibilities that come with each of the rights described in the left-hand column.

Right	Responsibility
1. The right to vote	
2. The right to own and drive a car	
3. The right to have an education	
4. The right to own a home	
5. The right to own a pet such as dog, cat, other	

## Day 6 activity 2: Exploring human rights

### Notes for teachers and whānau

This activity explores the Universal Declaration of Human rights and how they can be categorized.

**I am learning to: understand the difference between civil and political rights and social and economic rights and to consider the complex issues associated with protection rights**

What do I need?

- 30 minutes
- *What are the universal human rights?*  
<https://www.youtube.com/watch?v=nDglVseTkuE>
- *Universal Declaration of Human Rights* <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

### Background Information

The Universal Declaration of Human Rights is a milestone document drafted in 1948 by representatives from different legal and cultural backgrounds from all regions of the world. It is a common standard of achievements for all peoples and all nations. It sets out fundamental human rights to be universally protected.

Below is a shortened version of the Universal Declaration of Human Rights.

- All human beings are born free and equal in dignity and rights (Article 1)
- All people everywhere are entitled to human rights without discrimination
- Life, liberty, and security (3)
- Freedom from slavery (4)
- Freedom from torture or cruel, inhuman, or degrading treatment (5)
- Recognition as a person before the law (6)
- Equal protection of the law (7)
- Effective remedy when rights are violated (8)
- Freedom from unjust arrest, detention, or exile (9)
- A fair and public trial and to be presumed innocent until proved guilty (10 & 11)
- Freedom from interference with privacy, family, home, and reputation (12)
- Freedom of movement (13)
- Asylum from persecution (14)
- A nationality (15)
- Marry and have a family (16)
- Own property (17)
- Freedom of thought and religion (18)
- Freedom of expression and to seek, receive and impart information and ideas (19)
- Freedom of peaceful assembly and association (20)
- Participation in the government of their country (21)
- Social security and economic, social, and cultural rights necessary for dignity and development (22)
- Work for fair pay in a safe environment and to join a trade union (23)

- Rest and leisure (24)
- A standard of living adequate for health and well-being of self and family (25)
- Education, that respects and helps realise human rights (26)
- Participation in the cultural life of the community and benefit from science (27)
- A social and international order in which rights can be fully realised (28)
- Everyone has duties to the community and must respect the rights of others (29)
- No one has the right to take away any of these human rights (30)

## Your task

Civil and political rights are those moral demands that we make on governments concerning civil and political issues, such as the right to a fair trial, to vote, to express one's opinion, and so on.

Social and economic rights are those demands that are connected with social and economic issues-such as homelessness, inadequate health care, poverty.

**Copy** the table below into your book and **arrange** the rights from the bulleted list into the two categories.

Civil and Political Rights	Social, Economic and Cultural Rights

**Watch** *What are the Universal Human Rights?* or **read** the transcript below.

### Transcript

The idea of human rights is that each one of us, no matter who we are or where we are born, is entitled to the same basic rights and freedoms. Human rights are not privileges, and they cannot be granted or revoked. They are inalienable and universal. That may sound straightforward enough, but it gets incredibly complicated as soon as anyone tries to put the idea into practice.

What exactly are the basic human rights? Who gets to pick them? Who enforces them, and how?

The history behind the concept of human rights is a long one. Throughout the centuries and across societies, religions, and cultures, we have struggled with defining notions of rightfulness, justice, and rights. But one of the most modern affirmations of universal human rights emerged from the ruins of World War II with the creation of the United Nations. The Treaty that established the UN gives as one of its purposes, to reaffirm faith in fundamental human rights. And with the same spirit, in 1948, the UN General Assembly adopted the Universal Declaration of Human Rights (UDHR).

This document, written by an international committee chaired by Eleanor Roosevelt, lays the basis for modern international human rights law. The declaration is based on the principle that all human beings are born free and equal in dignity and rights. It lists 30 articles recognising, among other things, the principle of non-discrimination and the right to life and liberty. It refers to negative freedoms, like the freedom from torture or slavery, as well as positive freedoms such as the freedom of movement and residence. It encompasses basic civil and political rights, such as freedom of expression, religion, or peaceful assembly, as well as social, economic, and cultural rights, such as the right to education and the right to choose one's occupation and be paid and treated fairly.

The declaration takes no sides as to which rights are more important, insisting on their universality, indivisibility, and interdependence. And, in the past decades, international human rights law has grown, deepening, and expanding our understanding of what human rights are, and how to better protect them.

So if these principles are so well-developed, then why are human rights abused and ignored time and time again all over the world? The problem in general is that it is not at all easy to universally enforce these rights or to punish transgressors. The UDHR itself, despite being highly authoritative and respected, is a declaration, not a hard law. So when individual countries violate it, the mechanisms to address those violations are weak. For example, the main bodies within the UN in charge of protecting human rights mostly monitor and investigate violations, but they cannot force states to, say, change a policy or compensate a victim. That's why some critics say it's naïve to consider human rights a given in a world where state interests wield so much power.

Critics also question the universality of human rights and emphasize that their development has been heavily guided by a small number of mostly Western nations to the detriment of inclusiveness. The result? A general bias in favour of civil political liberties over socio-political rights and of individual over collective or groups rights.

Others defend universal human rights laws and point at the positive role they have on setting international standards and helping activists in their campaigns. They also point out that not all international human rights instruments are powerless. For example, the European Convention on Human Rights established a court where the 47 member-countries and their citizens can bring cases. The court issues binding decisions that each member state must comply with. Human rights law is constantly evolving as are our views and definitions of what the basic human rights should be. For example, how basic or important is the right to democracy or to development? And as our lives are increasingly digital, should there be a right to access the Internet? A right to digital privacy? What do you think?

As you watch or read the transcript – **write** the key points or summarize in a bullet point form. You may need to watch or read more than once, or pause as you go.

- ..
- ..
- ..
- ..

Summarizing or writing key points of a video or article helps us to understand and make sense of a text and what is of importance. Use your summarized notes above to **copy** and **complete** the Plus, Minus, Interesting table below, in your home learning book.

Plus (+)	Minus (-)	Interesting (?)

## Day 6 activity 3: Protecting human rights

### Notes for teachers and whānau

Exploring the difference in human rights protections across the globe and across time. Your learner will benefit from discussing the information displayed in the two maps and trying out their conclusions with an adult.

---

### I am learning to: compare and contrast visual representations of data and draw conclusions

What do I need?

- 30 minutes

### Your task

The two maps below depict scores that capture the extent to which a citizen's integrity is protected from human rights abuses. Higher scores mean fewer such abuses.

- **Study the two maps below depicting Human rights protection**
- **Write** five concluding statements about the results each map shows by copying the table below into your home learning book and listing your statements

Human rights protection 1946	Human rights protection 2019

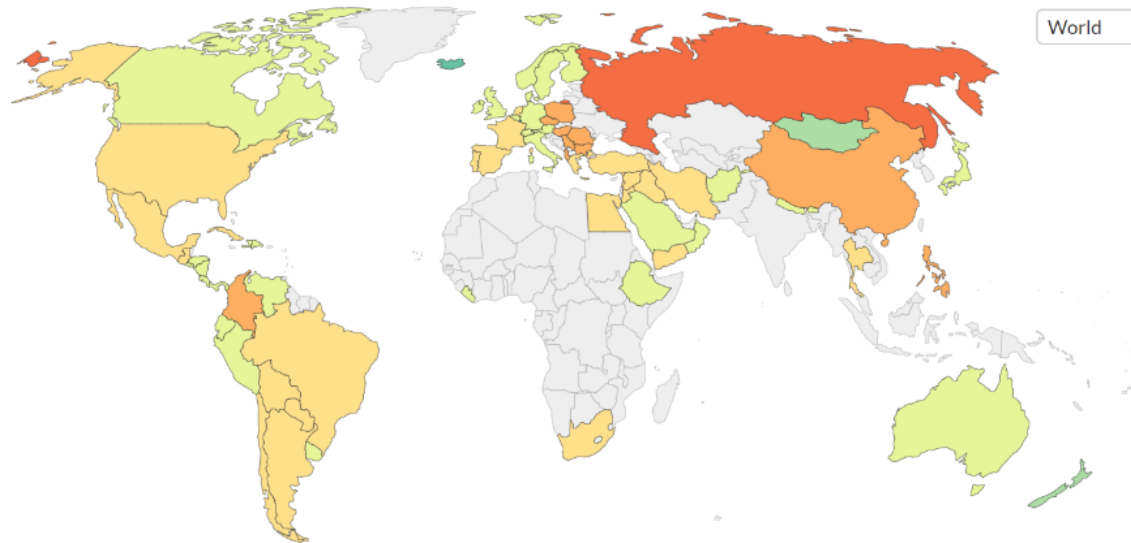
- **What** data could you collect to gain more information on human rights across the world? Think of five research questions that would gather data on human rights and **list** them in your home learning book
- **What** significant past or current world events might have impacted on the scores seen from 1946-2019?
- **Write** your thoughts in your home learning book.



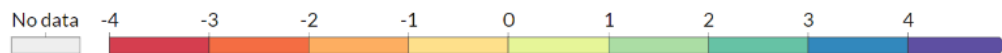
## Human rights protection, 1946

The scores capture the extent to which citizens' physical integrity is protected from government killings, torture, political imprisonments, extrajudicial executions, mass killings and disappearances. Higher scores mean fewer such abuses.

Our World  
in Data



World



Source: Fariss et al. (2020)

Note: The scores are based on a statistical model that combines measures from several other sources.

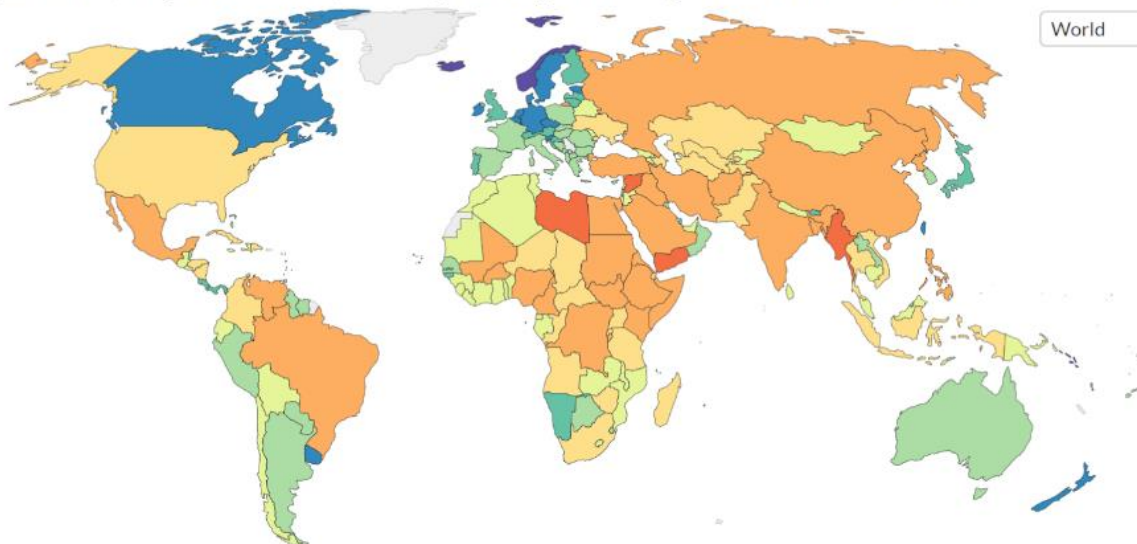
OurWorldInData.org/human-rights/ • CC BY



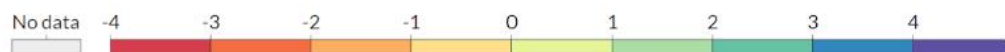
## Human rights protection, 2019

The scores capture the extent to which citizens' physical integrity is protected from government killings, torture, political imprisonments, extrajudicial executions, mass killings and disappearances. Higher scores mean fewer such abuses.

Our World  
in Data



World



Source: Fariss et al. (2020)

Note: The scores are based on a statistical model that combines measures from several other sources.

OurWorldInData.org/human-rights/ • CC BY



Source: <https://ourworldindata.org/human-rights>

## Day 6 activity 4: Olympics and human rights

### Notes for teachers and whānau

In this activity, learners will look at the interconnection between sports, in the form of the Olympic games, and human rights.

---

### I am learning to: connect sport with rights and responsibilities

What do I need?

- 30 minutes
- Look in your pack for a copy of *All for one, one for all – The Athletes' Declaration* <https://olympics.com/ioc/news/all-for-one-one-for-all-the-athletes-declaration>
- *Beginners guide to the Olympics* <https://www.youtube.com/watch?v=RhvpQNvKIPM>

### Your task

Everyone loves the Olympics, right! How good is it staying up well into the night to watch amazing athletes doing remarkable things? But, there is more to the Olympics than just competing in sports. It is about being able to participate in a world event with out discrimination of any kind, with a spirit of friendship, respect and fair play.

Brainstorm what you know about the Olympics and how it relates to human rights.

Copy and complete a brainstorm bubble like the one below in your book.



The Athletes' Declaration outlines a common set of aspirational rights and responsibilities for athletes within the olympic movement.

**Read** the article *All for one, one for all – The Athletes' Declaration*

### Scavenger Hunt!

Find the answers to these questions in the article. Write your answers in your book.

1. Who chaired the steering committee who was responsible for making the declaration a reality? Where is she from?
2. Why was the declaration created?
3. How did they ensure the declaration had an "international voice"?
4. What were the five key themes of most interest to athletes?
5. Where and when was the declaration officially adopted?

Now summarize the purpose of the athletes' rights and responsibilities declaration.

Watch *Beginners guide to the Olympics* or read the transcript on the next page:

## Transcript

Maybe it's Usain Bolt, Michael Phelps, Cathy Freeman or Nadia Comaneci. We all know the Olympic Games, right? Every four years, more than 200 countries come together and the best athletes compete for a medal. Have you ever wondered what's behind the Games? How is it all organised? Who pays for it? It all began 3000 years ago, in ancient Greece. But someone, Pierre de Coubertin, had the bright idea to bring it all back, and he set up the International Olympic Committee (IOC) a little over 100 years ago. But the IOC couldn't do it all alone; they need a little help from their friends. So, who does what?

Each sport in the Olympic Games has an International Federation that runs the sport all year. From rules, to referees, to records, that's their job. And there are the more than 200 National Olympic Committees around the world. Their job is to select the athletes and get them ready for the Games. Then there's the host city which brings the whole thing to life, and that's a big job – seven years from when the IOC chooses the host city until when the games begin. Think about all the things to be done to make the games happen. Not just stadiums, pools, ski slopes ... but where do the athletes stay? What will they eat? How will they get to events? That's what the Organising Committee does.

In the summer, 10,500 athletes compete at 28 sports, and they have coaches, doctors, friends, trainers, and family. In the winter, it's about 2,500 athletes and seven sports, and they need a lot of people, too. Think about all the equipment – several hundred pairs of skis in the winter, in the summer the Equestrian athletes need their horses, and rowers need their boats. They've got to be delivered to the right place at the right time in good condition, specially the horses.

So, where does the money come from? Broadcasters pay to air the Games in their country. More than half the world's population watched at least some of London 2012. We also partner with some of the world's leading companies who provide funding for the Games and the more than 200 Olympic teams and their athletes. They also supply products and expertise that help the Games run smoothly. So, the Games are paid for mainly by the IOC and the Organising Committee. The government sometimes take the opportunity of the Games to build or improve roads, or airports or housing. That can also leave a lasting benefit for the city.

But you're probably wondering what happens to the money that's left over? And what goes on between the Games? The good news is that the money that's left goes back into sport. More than ninety percent is redistributed to sport around the world. Not just to help the Olympic Games but to develop sport. After all, the Olympics is about using sport to make the world a better place.

Some of the money helps fund athletes in their training. It might pay for a coach for a promising sprinter or transportation for a skater to get to the Games. We support your National Olympic Committee and local sports groups and work with other groups like the United Nations to bring sport and equipment to schools and local clubs. We spend time contributing to building a better world through sport. Like the Youth Olympic Games, helping young athletes to live the Olympic dream and its values, and events like Olympic Day, June 23rd. We want the world to get active and live a healthy lifestyle. And, we want to ensure women get the same access to sport as men. At the Olympics, all sports are now open to women and every nation has sent women to the Games. We want to make sure the competition is fair. So we support the athletes and the fight against doping. And finally, when it's all over and an athlete has run his last race or swam her last lap, the IOC works to help get them jobs. When you've spent your young life committed to excellence in sport you may forget about your future, and we lend a helping hand.

So, we all love the Olympic Games, but the Olympics is about more than just two weeks out of every four years. We work all year round using sport to make the world a better place. To find out more have a look at our website: [Olympic.org](http://Olympic.org).

After watching or reading the transcript, can you now add more to your brainstorm?

**Remember to do your end of day reflection and wellbeing activities (see p. 5 & 8).**

## Day 7 activity 1: Living in a democracy

### Notes for teachers and whānau

This activity encourages learners to reflect on their perspective of what a democratic society is and should be. They will also consider different viewpoints and try to build an appreciation of the factors that may lead to individuals holding such opinions. Note:

Our Inquiry focus is “explore, investigate, and discover”, which includes choosing and evaluating information, and thinking critically.

Explore,  
investigate,  
discover

### I am learning to understand what a democracy is, and different perspectives people have on issues in a democratic society

What do I need?

- 30 minutes
- *Democracy – A short introduction*  
<https://www.youtube.com/watch?v=u6jgWxkbR7A>

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

### Your task

A democracy is defined as a government through elected representatives. It is a form of society which favours equal rights, freedom of speech and accepts, values, or tolerates the views of minorities.

Watch *Democracy – A short introduction* or read transcript.

#### Transcript

The word democracy comes from the Greek words of “démos” which means people, and “krátos” which means power, or rule. So, democracy basically means ‘the rule of the people’.

Democracy first started as a direct democracy in Greek cities – notably ancient Athens, where people came together to speak about their concerns and opinions in front of rulers of the city state and directly voted on new rules and laws. Here is considered as the birthplace of democracy. For the very first-time decisions were made by the people, instead of rulers, but sadly the ancient Greeks did not see all people equally. Slaves, women, children, and the people who did not have of land, were not allowed to vote. This is what we call a flawed democracy today.

After the Greeks lost their power and influence in the first century AD, their early forms of democracy were also fading away. Until the Magna carter was signed in 1215 which prevented the King of England to do whatever he wanted and said that even the King had to follow the country’s rules and laws which were written in the constitution.

Today most democracies are indirect or representative which means that you can’t vote for a new law yourself. But you can vote for people who then become law makers and present your interest.

But democracy isn’t just about voting. It’s about everything to protect the best interests of the people, no matter what is their race, gender, political opinion, or religion. These interests can be human rights, quality of life, infrastructure and many more.

Modern democracies divide power into three different branches. The legislative – the people who make the law, the executive – the people who make sure that you obey the law, and the judiciary – who judge you if you commit a crime. These three are independent and work following the process, checks and balances, which means all the work must be clear and fair.

And, very important, the people who have power, also must follow the law, and not exceed their authority.

In addition, a democratic government must work in a way that reflects the wish, feeling, desire and values of the society that it governs. This is also known as the “general will” which was a concept developed by the famous Swiss philosopher Jean Jacques Rousseau.

One of the problems of democratic voting is that the biggest groups of people always have the most power. And that’s why a good democracy also has laws that protects the rights of its smaller and weaker groups. A democracy where the majority chooses to separate, expel, or injure its minority, is not a functioning democracy.

So, what do you think now about democracy? Winston Churchill once said, “Democracy is the worst form of government, except for all those other forms that have been tried from time to time.”

Do you agree?

What values do you think might be important in democratic society? (For example, freedom, justice) List them in your home learning book.

Depending on the role different people have in society, their perspective will differ on what is important and what they value. Look at the issues in the table below and think about the perspective different people might have on these matters.

	Parent	Young person	Business owner	Environmentalist	Kaumatua	Religious leader
Land ownership						
Access to education						
Access to health care						
Taxation						
Freedom of speech						
Cultural rights						
Private property						

## Day 7 activity 2: New Zealand as a Democracy

### Notes for teachers and whānau

This activity engages the learner in understanding the different parts that make up Parliament. Learners will also get the opportunity to reflect on their constitutional rights that become available when they turn 18.

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### I am learning about the different components that make up our local and national government and the rights and responsibilities aligned with the right to vote

What do I need?

- 30 minutes
- Look in your pack for a copy of *Our system of government*  
<https://www.parliament.nz/en/visit-and-learn/how-parliament-works/our-system-of-government/>

### Your task

Read the article *Our system of government*. Within the article you should be able to find definitions for the key words below.

1. Copy the words into your home learning book with their definitions.

- Sovereign –
- Parliament –
- Government –
- House of Representatives –
- Responsible Government –
- Mixed Member Proportionate (MMP) –

Watch this video or read the transcript below to find out how MMP works

2. Investigate the following questions with members of your whanau or household

- What electorate are you in?
- Who is your local MP?
- Why is it useful to have two votes in a general election?
- What is the difference between a list MP and a local representative?

As you would have discovered in the previous activity, New Zealand is a democratic society. This means anyone who is 18 years or older can influence who represents them in government. Some people think the voting age should be lowered to 16.

3. Construct a persuasive piece of writing in your home learning book on whether you think this is a good idea or not



## Day 7 activity 3: Women's rights

### Notes for teachers and whānau

This activity looks at one of the journeys people have taken on the road to creating an inclusive democratic society in New Zealand.

### I am learning about the Suffragette movement and how New Zealand became one of the first in the world to offer women a voice in politics

What do I need?

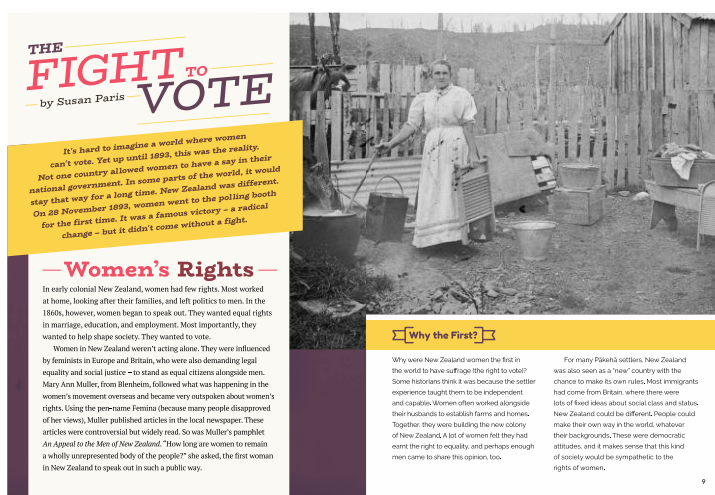
- 30 minutes
- Look in your pack for a copy of *The fight to vote*

<https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-4-May-2017/The-Fight-to-Vote>

### Your task

Read the School Journal article "The fight to vote" by Susan Paris and answer the following scavenger hunt questions.

1. Who was Mary Ann Muller and what was her role in Women's rights in New Zealand?
2. Why were New Zealand women the first to vote?
3. Who were the WCTU? What was their role in the women's rights movement?
4. What year was the largest petition for women's right to vote presented to parliament and how many votes did they have?
5. Who was Kate Sheppard and what was her role in Women's right to vote?
6. Why was it believed that men who sold alcohol would be against women's right movement?
7. Who were suffragettes?
8. When did the electoral bill giving women the right to vote finally passed?
9. Who was prime minister at the time?
10. What key events happened in 1918, 1949, and 1999?



**Imagine** you are one of the early women suffragettes fighting for your right to vote.

**Write a poem**, in your home learning book, that conveys your feelings, thoughts, and actions as you fight for this right.

## Day 7 activity 4: Other forms of governance around the world

### Notes for teachers and whānau

This activity engages the learner in looking at different types of governance around the world and the ways they shape society and citizenship.

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### I am learning to: compare and contrast different forms of governance

What do I need?

- 30 minutes
- Access to the internet

### Your task

The first form of democracy in the world is said to have originated in Athens around the fifth century BCE. The Greek idea of democracy was different from modern day democracy in that it was not open to everyone to have a say. Voting was only open to full Athenian male citizens, who only made up 12% of the population, and did not extend to women, who had very little say in political life and no right to vote.

During the same time however, other forms of governance existed and still exist around the world.

Use the internet to find information on the following forms of governments and fill in the table below:

Form of government	How do they get into power?	Who gets to participate in creating the government?	What country or countries used/still use this form of government?
Socialism			
Communism			
Monarchy			
Autocracy			
Oligarchy			

**Remember to do your end of day reflection and wellbeing activities (see p. 5 & 8).**

## Day 8 activity 1: Digital citizenship – Protecting your privacy online

Making meaning

### Notes for teachers and whānau

Today's activities look at the rights and responsibilities we have as global citizens in a world without borders, particularly at the need to be vigilant when sharing information with others online. Note our Inquiry focus is "making meaning" which includes analysing, organising, and sorting information, summarising, synthesising, making connections, building deeper understandings, and thinking critically.

### I am learning about strategies for protecting my own and others personal data

What do I need?

- 30 minutes

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

### Your task

In a world separated by political borders and geographical features, the World Wide Web allows us to connect with anyone, anywhere, at any time. This ability to connect is what makes the Internet a wonderful place, however it also has its dangers. As citizens in a digital world, we need to make sure our personal and private details do not become the property of others where they can do what they like with it.

1. Make a list of the information requested when you interact in online spaces. For example, if you were to sign up to a new social media platform what data or information are you asked to provide? Think critically about why this information is requested.

What information or data are you often asked for when signing up or engaging in different platforms online?	What is the reason you are asked for this data?

2. Have a read of the definitions below regarding personal and private information, then reflect on your list above. Use two different coloured pens or highlighters and categories your list to indicate which are personal or private information.

<b>Personal information:</b> information that can't be used to identify you, such as your age, gender, how many siblings you have, your favourite food, and so on.	<b>Private information:</b> information that can be used to identify you, such as your street address, email, phone number, date of birth, other.
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Cookies! Did you know your computer can tell on you? Small text files placed in your device by the sites you visit collect information about your device and activity.



Identity theft is a real risk in today's online world. As digital citizens we have a responsibility not only to protect our own private information but that of others as well. What are some strategies you could use to ensure your information is safe online? List 2-3 in your workbooks.

Strategy for protecting private information	How does this protect your private information?

## Day 8 activity 2: Digital personas – who are you online?

### Notes for teachers and whānau

This activity looks at the tension that young people face with being “real” and being “perfect”. This activity may raise some issues that your learner may find uncomfortable, so sensitivity needs to be considered when discussing this topic with them.

### I am learning to think about the image I am projecting to others online and the responsibility I have around the choices I make when I post stuff online

What do I need?

- 30 minutes
- Access to *Teen Voices: Presenting Yourself Online*  
<https://www.youtube.com/watch?v=Ke9prinHdhk>

### Your task

No one wants a bad photo of themselves online. Trust me. But is our obsession with creating the perfect online identity really giving others a true sense of ourselves or are we setting others and ourselves up for disappointment? The internet is full of wonderful tools that allow us to tweak, embellish and even change our look completely. These tools can be great fun and give us a chance to imagine ourselves in different scenarios. For example, in massively multiplayer online role-playing games (MMORPGs) we can represent ourselves visually by choosing an avatar. We can also have different images for different audiences and accounts, but can things go too far?



Watch **Teen voices: Presenting Yourself Online** then complete the tasks that follow.

1. What are reasons that people curate their online image?
2. What are some of the benefits and drawbacks of presenting yourself in different ways online?
3. What reasons do people have for creating fake or multiple social media accounts?
4. What are some occasions when you think it would be ok to represent yourself as someone or something else and state why.

As digital citizens, we have rights and responsibilities when it comes to how we interact online. In the table below, think of 2 – 3 rights and responsibilities we have towards ourselves and others.

Rights	Responsibilities

## Day 8 activity 3: Create a gaming avatar!

### Notes for teachers and whānau

This activity is a fun way to get learners engaged in designing an image to represent themselves online. Learners will not only have to design an image, but they will need to justify their choices by explaining how each element in the design communicates an aspect of their personality, cultural or social identity.

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### I am learning to use online design tools to represent myself visually in a positive way to others

What do I need?

- 30 minutes
- Access to the internet

### Your task

You are going to design an avatar which visually represents different elements of your personality, cultural or social identity. You will need to justify your choices and explain what each element means.

Use one of the following sites below to create your avatar, then write an 80-to-100-word explanation of why you have used:



- the colours you used
- certain images or icons
- that particular background

Copy and paste your creation onto a word document and name it. Make sure your explanation makes sense and gives a complete feel to your avatar. Don't forget to also explain the name in your writeup.

Suggested sites for creating an online avatar:

- Rinmarugames Avatar Creator: <https://rinmarugames.org/>
- League of Legends Avatar Creator: <https://na.leagueoflegends.com/en/featured/events/avatar-creator#/>
- Create your own superhero: <https://www.heroized.com>
- Superherotar: <https://superherotar.framiq.com>
- Mangatar: <https://mangatar.framiq.com>

## Day 8 activity 4: The health effects of screen time

### Notes for teachers and whānau

Continuing with the theme of digital citizenship, this final activity focuses on the need for learners to be critical about the amount time they spend online and the impact of this on them and those around them.

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### I am learning to reflect on how much time I spend in the online environment and the impact this has on my relationships in the real world

What do I need?

- 30 minutes
- Access to *Screen Time: How Much is Too Much?* by Above The Noise  
<https://www.youtube.com/watch?v=fVALeerZpd4>

### Your task

**How much is too much?** Read through the list of statistics below then complete the tasks that follow.

- 2018 PISA tests show New Zealand teens were spending 42 hours per week online, well above the OECD average of 35 hours per week and 22 hours higher than in 2012.
- 4 in 10 New Zealand teens currently use five or more social media platforms.
- 1 in 4 New Zealand teens would be devastated if they had no access to digital technologies for a month.
- New Zealand 15-year-olds were using digital devices in class for about 84 minutes per week – less than Denmark but more than Australia, Korea, and the United States.
- New Zealand teens were reading for enjoyment for about 3.5 hours a week, slightly less than in 2009 but the same as in 2000.
- Over the past 18 years, New Zealand's international test scores have been slipping in reading, science, and math - the most significant slip 2009 to 2012.

**Think critically** (record your answers):

1. Based solely on the statistics provided above, what would you conclude about the relationships between:
  - a. screen time and emotional/mental wellbeing in New Zealand teenagers
  - b. screen time and educational achievement in New Zealand teenagers.
2. Imagine you are a newspaper journalist who is writing a piece for the news based on these statistics. What kind of headline would you give your piece?
3. How reliable would it be to make judgements about the relationship between depression and screen time based solely on these statistics alone? Why?

**Remember to do your end of day reflection and wellbeing activities (see p. 5 & 8).**



## Day 9 activity 1: Treaty of Waitangi

### Notes for teachers and whānau

This activity requires learners to read about *Te Tiriti o Waitangi* in the form of a comic book. The comic covers a wide time span with a special emphasis on unpacking the two versions of the Treaty and exploring their ongoing significance. Note our Inquiry focus is “going further, deeper”. This may include promoting opportunities to dive deeper, explore further contexts, take action, or think critically and draw conclusions.

Going  
further/  
deeper

### I am learning to: unpack the two versions of the Treaty and explore their ongoing significance

What do I need?

- 30 minutes
- Look in your pack for a copy of *Te Tiriti o Waitangi*  
<https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal-Story-Library/Te-Tiriti-o-Waitangi>

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

### Your task

**Read** *Te Tiriti o Waitangi*

**Complete** these questions and activities in your home learning book

- What did the Treaty reflect for the crown? For iwi?
- What was the significance of He whakaputanga o te Rangatiratanga o Nu Tirenā| the declaration of independence?
- Construct a Venn diagram comparing the perspectives from Pākehā and Māori on what they were agreeing when signing the Treaty
- When rangatira signed documents, they would use a tohu (mark or sign) which had significance to them or was part of their moku. Design your own tohu that represents you as a person

**Find** a family or household member or friend you can talk comfortably with and **ask** them the following questions on their views of the Treaty.

- What do they already know about the Treaty?
- What are their views on the Treaty?
- What do they consider as their rights and responsibilities under their Treaty as a citizen or permanent resident of New Zealand?

**Construct** an acrostic Poem which outlines some of your understanding of the Treaty from your learnings today

T  
R  
E  
A  
T  
Y

## Day 9 activity 2: Cultural rights and Māori protest movements

### Notes for teachers and whānau

Māori have a long history of protest and fighting for rights. This activity allows the learner to explore a range of feelings and perspectives.

**I am learning about important historical events which affected and discriminated against Māori and exploring the different views and perspectives of those involved**

What do I need?

- 30 minutes
- *Cultural rights* from <https://teara.govt.nz/en/nga-ropu-tautohetohe-maori-protest-movements/page-5>
- *Rugby and South Africa* from <https://teara.govt.nz/en/nga-ropu-tautohetohe-maori-protest-movements/page-4>
- Poster paper, coloured pens and pencils

### Your task

“If you are passionate about being a New Zealander, you must be passionate about the Treaty, because without it we would not exist.” – Mary Greenland

**Read** the quote above. What do you think Mary meant “we would not exist”? Your learnings from activity 1 may help you with your interpretation.

**Read** the article from this website <https://teara.govt.nz/en/nga-ropu-tautohetohe-maori-protest-movements/page-5> on cultural rights.

**Copy** the table below into your home learning book. **Describe** your feelings about each of the events described in the article.

	Summarize the event	What cultural rights weren't being protected?	What do you think the hopes, fears and aspirations of those involved were?
Māori language			
He Tāua			
Māori flag protest			

Māori also had concerns around the South African rugby team the “Springboks” visiting New Zealand during the apartheid era. “Apartheid” is an Afrikaans’ word that means “apartness” and was a name that the ruling political party gave to its racial segregation policies in South Africa, at the time.

**Read** *Rugby and South Africa* to see how this affected the people of New Zealand and caused protests to occur.

From the reading, can you **create** a timeline of events portraying what occurred during apartheid and post-apartheid.

**Choose** one of the events above (Māori language, He Tāua, Māori flag protest, Springbok tour of New Zealand). **Design** a poster that might portray the event, and the feelings, thoughts and perspectives of the people involved.

Extra: Watch <https://www.youtube.com/watch?v=1jmbM5krIMg> *Trail blazers – Dame Whina Cooper*

## Day 9 activity 3: Environmental responsibilities and our carbon footprint

### Notes for teachers and whānau

This activity explores the responsibilities learners have to the environment they live in. By the end of the activity, learners should be able to understand what a carbon footprint is and what their own carbon footprint might consist of.

### I am learning to: understand what a “carbon footprint” is and what my environmental rights and responsibilities should be

What do I need?

- 30 minutes
- Look in your pack for a copy of *Diary of a Wild Boy*  
<https://instructionalseries.tki.org.nz/content/download/37382/417444/file/SJSL-L4-Diary-of-a-Wild-Boy.pdf>

### Your task

E tangi ana nga reanga o uta, e mahara ana nga reanga a taima te aha ra e whakamahana taku ora kia tina.

When the land, river, and sea creatures are in distress, then I have nothing to be proud of.

**Aren't we so lucky to live in beautiful Aotearoa, and shouldn't we be so proud.**

**Read** the whakataukī above, can you think of some rights and responsibilities we have in Aotearoa when it comes to the environment?

**List** them in your home learning book in a table like the one below.

Environmental rights	Environmental responsibilities

**Read** this information and then **answer** the following questions in your book

- What is a carbon footprint?
- What do you think are the benefits to knowing your carbon footprint?

A carbon footprint represents the amount of carbon dioxide released into the atmosphere as a result of the activities of an individual, organisation, or community. Many activities produce emissions, including energy use, transport, and decomposition of waste materials producing methane and other gases. Some activities – such as planting and regenerating forests – can be emissions-reducing.

Carbon footprints can be difficult to measure accurately, especially for beginners.

Gathering the information needed to get an accurate picture of an organization's emissions requires a degree of technical understanding, time, and know-how.

The Ministry for the Environment's (2020) guides for businesses and organisations seeking to measure their own emissions provide standardised CO<sub>2</sub>e (carbon dioxide equivalents) for different activities.

Many New Zealand organisations that calculate their carbon footprint engage the services of specialist organisations that can support a carbon foot printing process, and in some cases provide certification against recognised standards.

At present, carbon foot printing is typically a voluntary activity. People or businesses may choose to do it for a range of reasons, and the accuracy of their calculations will vary depending on how they go about it. Several New Zealand-based free carbon foot printing calculators have been produced – including by local governments – to encourage and support individuals and households to estimate their own carbon footprints and learn how to reduce these. (McDougall, 2020).

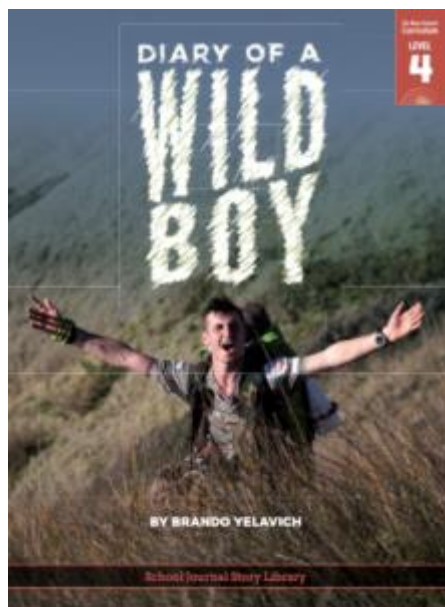
Source:

[https://www.nzcer.org.nz/system/files/NZC\\_Schools%20Carbon%20Footprint%20Rpt%20January%202022.pdf](https://www.nzcer.org.nz/system/files/NZC_Schools%20Carbon%20Footprint%20Rpt%20January%202022.pdf)

**Draw** an outline of a footprint in your home learning book.

On the left-hand side of the footprint, **list** all the different activities which contribute to your individual carbon footprint.

On the right-hand side, **list** all the ways in which you could try and reduce the impact of these activities or remove them altogether.



**Read** this school journal story  
*Diary of a Wild Boy.*

After reading the story, write down in your home learning book the answer to the question below:

Why do you think connecting with nature and the environment, makes you a more connected and aware citizen?

## Day 9 activity 4: A wicked problem – Litter in our community, a responsibility for all!

### Notes for teachers and whānau

*This activity gets the learner to look into the problem of litter in the local environment and recognise that everyone has a role to play in conservation and caring for our environment. There is an option to go and collect litter in the local community – this would be a great feel good activity for the whole family!*

**I am learning to: identify consequences, good and bad, of reducing or recycling plastics and to identify the issues with litter in our environment, and design a way we can get others to help with the problem of litter**

What do I need?

- 30 minutes
- Home learning book
- Access to *Turning around our plastics problem* <https://vimeo.com/355483780> or transcript

### Your task

Mā tātou katoa e atawhai i te taonga ao turoa - “Everyone has a role to play in conservation”

Litter, particularly plastics, is a major problem to the people, environment, culture, and economy of Aotearoa. All kiwis are, and should be, concerned about litter in our cities, suburbs, countryside, forests and bush, fresh and marine waters of New Zealand.

Remember your consequence wheel from day 3, week 1? Let’s have a go at another one this time your consequence is “**What if we recycled or reduced our use of plastic?**”

**Construct** a consequence wheel with the consequence above

After completing the wheel – **colour** the “good” consequences green and the “bad” consequences red.

Is there further information/discussion needed to further understand the consequences?

What could be done to break the chain of negative consequences (if there were any)?

**Write** your thoughts and ideas in your home learning book.

**Watch** the *Turning around our plastics problem* or **read** the transcript below.

#### Transcript

We are guardians of Aotearoa. It’s our duty to protect it.

Plastics are everywhere from mountain tops to Arctic sea ice, to remote beaches, and the deepest parts of the ocean. We use plastics in every aspect of our daily life. They are strong, reduce spoilage, and extend product life. In the last 10 years the world has produced more plastics than the whole of the last century. Plastics production may quadruple by 2050. Use of plastics has outpaced our ability to deal with plastic waste.

The world has thrown away three quarters of the volume of plastics ever produced.

“There is no such thing as throw ‘away.’ When we throw anything away it must go somewhere” – *Annie Leonard, Greenpeace USA.*

In New Zealand, most waste goes to landfill where it doesn’t always stay. When plastic gets into the environment, it can last for a very long time, perhaps centuries. Every day, millions of pieces of plastic find their way to the ocean. The equivalent of one garbage truck of plastics is dumped into the ocean every 38 seconds. Unless we act now, by 2050 there will be more plastics in the ocean than fish.

He taura whiri Kotahi mai anō te kopunga tai no i te pu au – *From the source to the mouth of the sea, all things are joined together as one.*

Many animals eat plastic debris by mistaking it for natural prey and food. We are consuming microplastics and the toxic chemicals associated with plastics but we don’t yet know how harmful this is. Plastic pollution harms our communities and industries linked to the environment.

Mā tātou katoa e atawhai i te taonga ao turoa – *Everyone has a role to play in conservation.*

Rethink “Plastic isn’t the problem. It’s what we do with it. And that means the onus is on us to be far smarter in how we use this miracle material.” – *Erik Solheim, Head of UN Environment.*

Today we begin this journey together. By changing how we produce, use and dispose of plastics, we can start to turn the plastics problem around. If you make it, take responsibility for it. Let’s make it easier for consumers to do the right thing. It’s a systems problem and we need to work together. It’s time to change from a linear economy to a circular one. Stop using problematic and unnecessary plastics. Ensure plastics we use are reusable, recyclable or compostable. Keep plastics in the economy and out of the environment.

Manaaki whenua, manaaki tangata, haere whakamua – *Care for the land, care for the people, go forward.*

**Think** of a creative way to get others at your school or in your local community to get together to collect litter in your local environment to stop it making it’s way into stormwater drains, streams and marine environments. You could create a jingle, an advertisement, a letter, a poster, a play or any other creative way.

**Plan** and then **make** the creation of your choice in your home learning book.

**Optional:** Go for a walk around your community, take a bag with you and see how much litter you can collect - you could take your family members with you and make it a competition, who can collect the most!

Ko ahau ko taiao, ko te taiao ko ahau – *I am the environment, and the environment is me*

**Remember to do your end of day reflection and wellbeing activities (see p. 5 & 8).**



## Day 10 activity 1: My top rights and responsibilities

Sharing  
my  
learning

### Notes for teachers and whānau

This activity requires the learner to identify and explain the rights and/or responsibilities they believe are most important to them. They will have to write paragraphs with explanations and examples of why they are important to them. Note our Inquiry focus is “present – share learning about the big idea” which includes thinking about who the audience is and considering different ways of communicating learning – for example, presentation, video, poster.

### I am learning to: identify and/or explain 5 rights or responsibilities that are important to me

What do I need?

- 30 minutes
- Home learning book

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

### Your task

From your learnings this week, **choose** five rights or responsibilities that you can most relate to: one must include personal, community, environmental, political and one other.

For each right and/or responsibility **write** a paragraph in your home learning book, explaining why it is important to you.

The ‘framework below could be a useful way to construct your paragraphs.

State the main idea/point of the paragraph	I believe free dentistry for 18 year olds and under is an important right for all New Zealanders.
Explanation that expands/ elaborates/ develops/ unpacks clarifies idea	This is because dental care is so important to the health and wellbeing of young people and money shouldn't be a factor that prevents them from accessing it.
Provide an example	In 2019, more than 40% of 5 years olds in New Zealand had tooth decay (Ministry of Health, 2019).
Give your opinion, explain example, why your point is relevant	Therefore, if these families could not access free dental care due to a lack of funds, these 5 year olds could result in having complications with their health and wellbeing as time went on and more expensive treatments might be needed.

*Example provided by Fyfe, C (2022).*

## Day 10 activity 2 and 3: Storytime

### Notes for teachers and whānau

This activity requires the learner to create a storybook or play to display their learning of rights and responsibilities in a way that younger children could understand. They will identify key elements of children's literature before they create their own. They may need help sourcing materials (paper, coloured pens, etc) or they may create it online.

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### I am learning to: identify key elements of children's stories and create my own children's storybook or play on rights and responsibilities

What do I need?

- 60 minutes
- Look in your pack for a copy of *Space Rubbish*  
<https://instructionalseries.tki.org.nz/Instructional-Series/Junior-Journal/Junior-Journal-58-Level-2-2019/Space-Rubbish>
- Paper, coloured pens/pencils/markers, cardboard, paints etc

### Your task

In this task you are going to create a book/play aimed at year 3 children. Before you start, it's important to understand key elements of children's literature, for example:

- Sentences are short and simple
- Literacy tools are used to make it more vivid in the readers mind – rhythm, alliteration, repetition, rhyme, imagery etc
- Illustrations show the main point of the story – this could be in different mediums such as collages, drawings, photographs
- Main character has identifiable trait(s) usually established through illustrations
- Young children can identify or sympathise with the main character traits
- There is usually a problem that the main character has to overcome or solve

#### Task 1:

**Review** the play *Space Rubbish* and **summarise** why it is suitable for young people.

#### Task 2:

**Create** a short picture book or play (aimed at year 3) to convey an important message about rights and responsibilities to a younger audience. You could do this online or simply use paper, pens, cardboards, paints etc that you can find at home. Once you have completed your story – **ask** members of your family (particularly younger ones) to sit down for a read aloud session with you.

#### Task 3:

**Design** a questionnaire to gain feedback on your story – you could use some of these questions or change them/add to them to be relevant to your story.

- Was the story easy to understand?
- Did the language draw you into the story and create vivid images in your mind?
- Could you relate to the main character and their traits?
- Could you identify a problem the main character had to try and overcome?
- Were the illustrations interesting and help you understand the characters and the stories?
- Do you now have some understanding of the rights and responsibilities you might have in your community?

## Day 10 activity 4: Memory rocks

### Notes for teachers and whānau

*This is a fun activity to get learners to reflect on their learning from the last two weeks. Learners need three rocks, so help them find some in the garden if you can!*

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### I am learning to: reflect on the key learnings or take-aways from the activities and summarize in single words

What do I need?

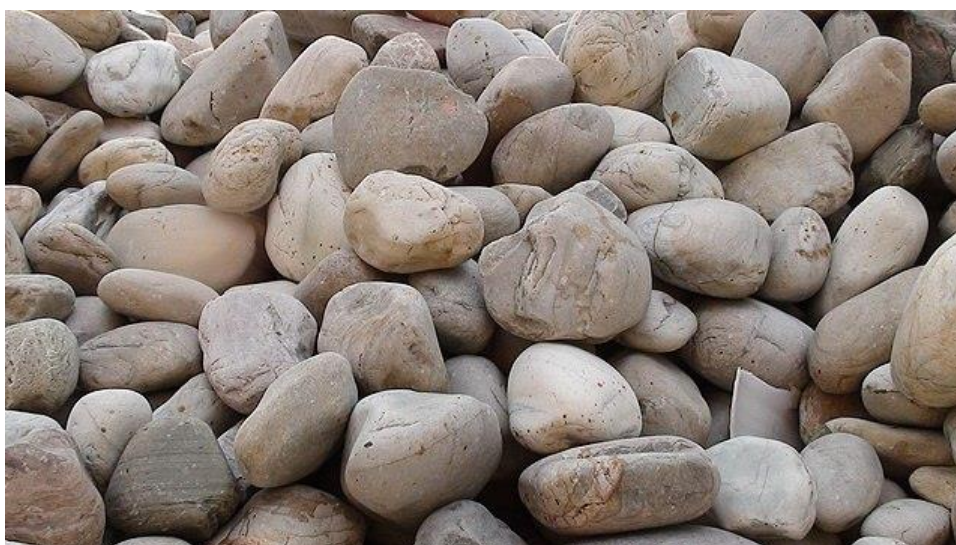
- 30 minutes
- Home learning book
- 3 x rocks from garden/outside
- Permanent marker, pen
- Paints (optional)

### Your task

In your home learning book **make** a list of everything you have learnt in your last 2 weeks of learning about 'Citizenship'.

**Reflect** on these 3 questions.

- What did you learn about 'citizenship' over the last two weeks?
- How are you feeling about your learning?
- What is the most important thing(s) you want to remember?



[https://commons.wikimedia.org/wiki/File:Rocks\\_boulders.jpg](https://commons.wikimedia.org/wiki/File:Rocks_boulders.jpg)

Go outside and **find** three rocks. On each rock, **write** one word that sums up your thoughts, feelings, and learnings about 'citizenship'. If you have access to paint, make them bright, colourful, and bright. Take them to back to school and create a learning 'rock garden' with your classmates.

**Remember to do your end of day reflection and wellbeing activities (see p. 5 & 8).**