

## CONTEXT FOR LEARNING

### *Overall Learning Outcome:*

Students will develop the skills necessary to initiate, engage and communicate with members of their community. They will also develop the skills needed in data analyse and presentation to varying audiences.

### *Big ideas:*

- People hold different perspectives on the world depending on their values, traditions, and experiences.
- People participate in communities by acting on their beliefs and through the roles they hold.
- Interactions change societies and environments.

### *Students will know:*

- People in our area have come from a variety of places and some retain connections to those places.
- Places and environments are often significant for individuals and groups.
- The importance of authentically listening to other peoples stories and points of view.
- People express their connection to places in different ways.
- Tangata whenua are deeply connected to the local area.
- Naming places was key to establishing and maintaining mana and tūrangawaewae.
- People belong to groups and have roles and responsibilities that help sustain these groups.

*NOTE: Teachers establish specific learning outcomes using the learning prompt card set and create individual lesson plans based upon the decided purpose of this unit. Using the cards provided, teachers will be able to plan learning experiences enabling students to gain all the skills needed to participate and engage with this unit using four phases: 01 – Learn, 02- Apply, 03 – Do, and 04- Review. Please review the learning experience prior to planning individual lessons to ensure you are working to the best needs and learning gaps within your classroom. Review the “How does the tool work?” info sheet that accompanies the website for further information around the four phases and integrating the cards.*

In this unit, students will take a leading role in planning, interviewing and presenting their findings through interviewing and interacting with their local community, utilising the principles entwined within the Te ao tangata | Social sciences New Zealand Curriculum strand.



During the first two phases of the unit, 01 - Learn and 02 – Apply, students will brainstorm and practice possible ways to initiate communication and engagement, drawing on their prior experiences re: interacting with the community and in their school community.

*They will have card prompts to aid them in the form of questions they may ask the community regarding their values, desires and requirements. This is to scaffold the learners into becoming independent interviewers and utilised to gather the best information for the purpose. These cards are examples and once students have the right idea they are able to modify their questions if needed.*

In the final stages of the unit, 03 - Do and 04 - Review, students will form collaborative and strength-based groups and be given different community groups to access, students (accompanied by an adult) will organise a time, discuss and develop questions and interview people from their local community (or have community members visit the classroom instead – please review all school policies before beginning this unit). As a class, they will need to evaluate their questions and ways of communication and decide which will gather the data needed to understand the communities’ values, requirements and needs regarding a new learning environment.

Students will then make phone calls, video calls, email and visit their members of community and record their qualitative and quantitative data using various methods, then collate and present findings to class.

Teachers may like to share students’ findings with architects, the school board, at assembly, local MP’ s and back to community groups.

## **Learning Outcomes**

### **By the end of this investigation...**

*I will be able to:*

- generate questions that reflect my curiosity about people and communities and that can’ t be answered by a simple yes or no.
- define some social science concepts and explain how they relate to an investigation.
- use at least two different types of information from a variety of sources
- use historical sources, giving deliberate attention to mātauranga Māori sources, to help answer my questions
- use simple numeracy tools to count, sort, and group my findings
- listen to other people’ s stories and points of view



The following learning experiences may be utilised to form lesson plans for this unit (for more options please review the card set):

<i>01 – Learn</i>	<i>01 – Learn</i>	<i>01 – Learn/ 02 - Apply</i>	<i>01 – Learn/ 02 - Apply</i>	<i>01 – Learn/ 02 - Apply</i>
<b>What is a community?</b>	<b>What are values?</b>	<b>What is communication? What is its purpose?</b>	<b>What is important when listening to someone?</b>	<b>What are the things we need in a school? What makes a school a school and not a home?</b>
<p><i>Activity</i> - Discuss whole class and then individually create a poster of some groups or people we may find in the community (i.e police, families, tennis club members, local iwi etc)</p>	<p><i>Activity #1</i> - Discuss what they think a value is, what some of their values might be and how we know something is a value.</p> <p><i>Activity #2</i> - Learners draw a picture of themselves and their values</p>	<p><i>Activity #1</i> – Whole class discussion, look at the cards, practice identified types of communication, practice good and bad communication in groups.</p> <p><i>Activity #2</i> – Think/Peer/Share around verbal and non-verbal communication.</p> <p>Practice verbal and non-verbal communication in pairs</p> <p>Give instructions to people to do something using non-verbal, then verbal communication.</p>	<p><i>Activity #1</i> - Read the picture book "company's coming" and discuss why having manners and being kind to everyone is important</p> <p><i>Activity #2</i> – Whole class discussion re: listening. What is important when listening to someone? Role play some great listening skills.</p> <p><i>Activity #3</i> - Students to draw a picture of themselves listening to someone authentically and explain picture</p>	<p><i>Activity #1:</i> As a class, walk around the school and take pictures with iPads of things that make school different to your home. Collate this into a collage and present to class.</p> <p><i>Activity #2</i> - Show pictures of different classrooms from around the world and ask if learners would want to learn in those spaces? Why? Why not?</p> <p><i>Activity #3</i> – Think/Pair/Share about what things we think we need at school. Why? Draw a picture of a ' school must have' .</p>



03 – Apply Spaces within the community	04 - Do Building community relationships	04 - Do What are the community members values, desires and requirements?	05 - Review What were the communities' values, desires and requirements?	05 - Review How could we have improved our communication or listening skills?
<p><i>Activity #1</i> - Go on a walk around their community and take photos of things they notice that the community may use</p> <p><i>Activity #2</i> – Students to identify what community groups may use each space. Can we identify the local iwi?</p>	<p><i>Activity</i> – Various community members are invited into the classroom for an hour. Students form groups and use card questions to ask them various questions and practice building their communication and listening skills.</p>	<p><i>Activity #1</i> – Students draw their route to school and add in their key or favourite places. Community members do the same and they have a discussion around which places they have highlighted and why.</p> <p><i>Activity #2</i> – using the value question cards provided, students form groups and engage with the community members invited into their classroom to establish what their personal values might be.</p> <p><i>Activity #3</i> – Community member to tell students a story about them engaging within their local community. Learners can draw pictures of their story and the parts that resonated with them.</p>	<p><i>Activity</i> – Students to draw posters of their community members and the values, desires and requirements they gathered.</p>	<p><i>Activity</i> – Students to discuss:</p> <ul style="list-style-type: none"> <li>- What did we do well?</li> <li>- What could we have done better?</li> <li>- What strategies did you use to remember what the community member was saying?</li> <li>- What interested you about the community member and why?</li> <li>- How did you ask questions? What strategies did you use?</li> </ul>