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OVERVIEW

KAUPAPA: Keeping whanau safe* on a journey is everyone's work. *safe - spiritually, physically and mentally	WĀHANGA	NGĀ WIKI	Taumata 1 to 4
<p><u>Horopaki (Context)</u> We are all part of the transport system. Our people travel all over the place in a variety of different modes of transport. Often they are all together a-whanau at the busiest times of the year and it is for this reason that we need to <i>understand our role in the wider transport system.</i></p>	<p><u>Te Aho Matua</u> <i>Te Ira Tangata</i> 1.6 1.7 <i>Ahuatanga Ako</i> 5.5 5.10 <i>Te Tino Uaratanga</i> 6.2 6.8 6.9</p>	<p><u>Ngā Uaratanga</u> <i>Tino Rangatiratanga</i> – Self Determination <i>Te hiranga</i> – Excellence <i>Aroha</i> – Empathy <i>Maia</i> – Confidence <i>Whakaute</i> – Respect <i>Kaitiakitanga</i> – Trust</p>	<p><u>Ngā Patai Matua</u> Safe travel tikanga / practice - is it important? or He taonga nui te tupato - he aha ai? or Safe travel practices - what would Maui think?</p> <p><u>Subsidiary questions</u> 1. Define safe journey/ travel practices (when going to and from an event) - (<i>What is a safe journey/ What is safe travel?</i>) - - <i>Multistructural Task</i></p> <p>2. Explain how and why we are all responsible for safe travel/ how we can keep our people safe on a journey within the wider transport system. (<i>How can we keep our people safe on a journey?</i>) -</p>

			<p><i>Relational Task</i></p> <p>3. Create an action (or a resource) that will help keep our people safe on a journey within the wider transport system.-</p> <p><i>Extended abstract Task</i></p>
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Te Ao Māori - The Maori world view

Te Tuapapa – Setting the Scene

Haerenga and travel have always been a major part of life for our tipuna. Beginning with the Great Migration and their arrival in Aotearoa to everyday trading with other people.

The role of Karakia in safe travel practice : Safety of all while travelling - spiritually, physically and mentally. For Maori spiritual safety is as important as physical safety. Hence karakia plays a major role in all they do. It signifies the beginning of each journey in whichever form and also acknowledges the safe arrival of all those involved at the end.

Each rohe, iwi, kura has their own karakia to draw on pertinent to given situations of travel.

- Pose the question, what are the different tikanga we use to prepare ourselves for a journey? Collate and use to record what learners already know about safe travel practices. Add to this throughout the unit of learning. (Unistructural, multistructural)
- **Explore** different examples of karakia – different situations, different rohe, different iwi
- **Identify** different types of kupu, kiwaha, kianga and language features used (Unistructural)
- **Describe** different types of kupu, kiwaha, kianga and language features used (Multistructural) Use a HOT SOLO Describe Map and self assessment rubric to help draft your ideas for speaking and writing
- **Explain** the use/purpose of each karakia: Who? What? Where? Why? How? (Relational). Use a HOT SOLO Explain causes Map and self assessment rubric to help draft your ideas for speaking and writing
- **Describe** the tikanga or practice of karakia **in the past**. (Multistructural) Use a HOT SOLO Describe Map and self assessment rubric to help draft your your ideas for speaking and writing
- **Describe** the tikanga or practice of karakia **in the present**. (Multistructural). Use a HOT SOLO Describe Map and self assessment rubric to help draft your ideas for speaking and writing
- **Compare and contrast** the [use of karakia, the types of karakia, and or the language features of karakia] from the **past and the present time**. (Relational) - For example, first select an area of karakia to compare and contrast. For example, compare and contrast the similarities and differences between an aspect of language such as kiwaha, or language features used across different rohe or iwi. Then use a HOT SOLO compare and contrast map and self-assessment rubric to help draft your ideas for speaking and writing - Identify, describe and explain any differences between past and present - for example changes in use, type or language features of karakia. Make a generalisation about the changes. E.g. Overall I think [make a claim about the use, type and language features] because [give a reason] because [insert your evidence].
- **Explore** different examples of safe and hazardous travel
- **Identify** different travel hazards. (Unistructural)

- **Describe** different types of travel hazards. (Multistructural) Use a HOT SOLO Describe Map and self assessment rubric to help draft your ideas for speaking and writing
- **Explain** the causes of the travel hazards. (Relational). Use a HOT SOLO Explain causes Map and self assessment rubric to help draft your ideas for speaking and writing
- **Describe** the tikanga or practice of karakia in **undertaking and completing a journey in the past.**(Multistructural). Use a HOT SOLO Describe Map and self assessment rubric to help draft your ideas for speaking and writing
- **Describe** the tikanga or practice of karakia in **undertaking and completing a journey in the present.**(Multistructural). Use a HOT SOLO Describe Map and self assessment rubric to help draft your ideas for speaking and writing
- **Compare and contrast** the use of karakia in undertaking and completing a journey in the past with the use of karakia in the present **time.** (Relational). See above
- Evaluate the impact the [changes in use of karakia/ changes in types of karakia/ changes in the language features of karakia] has had on the role and use of karakia in preparing for and undertaking safe travel. (Extended abstract). Use HOT SOLO Evaluate Map and self assessment rubric to help draft your ideas for speaking and writing
- **Write/ Create** karakia for the purpose of safe travel using identified language features and vocabulary for a targeted audience e.g., young people travelling within the wider transport system (Extended abstract)

Moteatea:

A recognised vehicle of teaching in many kura. Although only seen as a waiata or chant by some, these are rich receptacles of knowledge, history, language and learning for our tamariki of today.

- **Choose** a moteatea from your iwi that focuses on a journey that our tipuna undertook. Identify the types of kupu, and language features used. Identify any new words and reference for student's future writing or as a puna kupu for the wall in your akomanga.
- **Identify** the journey that took place.
- **Describe** any trials and tribulations that might have occurred (Unistructural, multistructural). Use HOT SOLO Describe map and self assessment rubric to draft your ideas for speaking and writing.
- **Explain** the causes for the trials and tribulations you describe. (Relational) Use HookED SOLO Explain causes map and self assessment rubric to draft your ideas for speaking and writing.
- **Make a generalisation** about how could these have been averted. (Extended Abstract) Use a HOT SOLO Generalisation Map to draft your ideas for speaking and writing.
- **Record** the journey on a map.
- **Describe** any patterns. (Multistructural)
- **Explain** what our moteatea and maps tells us about our ancestors and how and why places were of significance to them over different periods of time. (Relational)
- **Investigate and identify** the modes of travel.
- **Describe** a mode/s of travel used in the past. (Multistructural)
- **Describe** a mode/s of travel used in the present. (Multistructural)
- **Compare and contrast** modes of travel used in the past with modes of travel used today. (Relational)
- **Make generalisations** about the difference between the modes of travel used in the past with what would we use today. (Extended abstract).
- **Discuss** measures you think they put in place back then to keep themselves safe. What differences

would we experience today to complete the same journey? What safety measures would we have to be aware of/ need to put in place as individuals/ whanau/ hapu and iwi today to make this journey safely?(Extended abstract)

- **Predict** what mode of travel will be used to undertake these same journeys in the future. Suggest possible advantages and disadvantages and points of difference. (Extended Abstract) Use a PMI Chart

Te Ao Hurihuri

A number of major hui 'Maori' take place each year where large numbers of Maori travel from all over the country to take part in some type of celebration or competition:

- Matatini
- Nga Manu Korero: a-rohe, a-motu
- Te Koroneihana – Coronation Waikato
- Te Hui Ahurei a Tuhoe
- Pa Wars a-rohe

Often these occur at very busy times of the year when greater numbers of people are on the road and whanau realise that it is important that everyone involved is aware of good and safe practices when out and about moving from one place to another.

<u>Puna Kupu – Kupu Hou – Word Bank</u>	<u>Ki waha - Sayings</u>	<u>Timatanga Rerenga – Sentence Beginnings</u>	<u>Nga Kianga - Expressions</u>	<u>Whakatauki</u>
Haumaruru, whakawheturangi, tawhai, mahere, tohutohu, kaieke, whakariterite, morearea, tohu, ngenge, huhe, tikanga, ture	I muri mai o tera Pena ka Heoi ano Tera pea, he take ke noa atu Patua kia mate No na tata tonu nei ...	Katahi No reira Waihoki..... Mehemea Ahakoa Otira	Ki oku whakaaro Katahi ano ka ... E kore e taea e Ma kona tatou e Kaore ano kia... Kia hoki nga mahara ...	Ki te kahore he whakakitenga ka ngaro te iwi He taonga nui te tupato Whao te kete matauranga Te toia, te haumatia

Safe travel tikanga / practice - is it important? or He taonga nui te tupato - he aha ai? or Safe travel practices - what would Maui think?

Learning objective: Being able to understand/think critically about/evaluate the importance of safe travel tikanga

Possible learning intentions:
LI: **Define** safe travel tikanga /safe practice[Unistructural]

<p>LI: Identify safe travel tikanga /safe practice [Unistructural]</p> <p>LI: Name a safe travel tikanga /safe practice [Unistructural]</p> <p>LI: Recall the use of a safe travel tikanga /safe practice [Unistructural]</p> <p>LI: Describe a safe travel tikanga /safe practice [Multistructural]</p> <p>LI: List safe travel tikanga /safe practices [Multistructural]</p> <p>LI: Follow the procedure for safe travel tikanga /safe practice [Multistructural]</p> <p>LI: Sequence the steps in a safe travel tikanga /safe practice [Relational]</p> <p>LI: Classify safe travel tikanga /safe practices [Relational]</p> <p>LI: Compare and contrast safe travel tikanga /safe practice [Relational]</p> <p>LI: Explain the causes for a safe travel tikanga /safe practice [Relational]</p> <p>LI: Explain the effects of following a safe travel tikanga /safe practice [Relational]</p> <p>LI: Make an analogy or whakatauki for a safe travel tikanga /safe practice [Relational]</p> <p>LI: Interview whanau about the use of safe travel tikanga /practice [Relational]</p> <p>LI: Apply safe travel tikanga /safe practice in your everyday life [Relational]</p> <p>LI: Compose a moteatea for safe travel tikanga /safe practice [Extended Abstract]</p> <p>LI: Invent/create a safe travel tikanga /practice [Extended Abstract]</p> <p>LI: Evaluate the importance of a safe travel tikanga /practice [Extended Abstract]</p>
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<p><u>Nga Marau – Main Learning Areas for Integration</u> Highlight the learning areas chosen for integration.</p> <p>Te Reo Maori: Ta: Procedural writing</p> <p>Pangarau: Ahuatanga: position and orientation - direction and coordinates</p> <p>Putaiiao: O Ahupungao - The Physical world: Light Sources: How light reflects, refracts.....be seen be safe.....light sources</p> <p>Hangarau: Technological practice: Design and plan safety devices for whanau: high visibility clothing, navman in Maori, road signs</p> <p>Tikanga-a-lwi: How and why places are important to people</p> <p>Nga Toi: Te Mahi-a-Rehia: Dance and Drama</p> <p>Hauora/Hakinakina: Waiora: Personal Health and Development (safety)</p>
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Self assessment rubrics for Nga Patai Matua/ subsidiary questions

<p>1. Define safe journey - (<i>What is a safe journey?</i>) - - <i>Multistructural Task</i></p>	<p>2. Explain how and why we can keep our people safe on a journey. (<i>How can we keep our people safe on a journey?</i>) - <i>Relational Task</i></p>	<p>3. Create an action (or a resource) that will help keep our people safe on a journey.- <i>Extended abstract Task</i></p>
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EA	<i>... and I can make a generalisation about safe journeys.</i>	EA	<i>... and I can make a generalisation about the ways we can use to keep our people safe on a journey.</i>	EA	<i>... and I seek and act on feedback from others on how to improve the resource.</i>
R	<i>... and I can explain the relevance of these ideas about a safe journey.</i>	R	<i>... and I give reasons why these ways will keep people safe.</i>	R	<i>... and I know what to do and why I am doing it.</i>
MS	<i>My definition has several relevant ideas about a safe journey.</i>	MS	<i>My explanation gives several ways of keeping our people safe on a journey.</i>	MS	<i>I can create a resource that will help keep our people safe on a journey but I am not sure why or what to do so I make mistakes.</i>
US	<i>My definition has one relevant idea about a safe journey.</i>	US	<i>My explanation gives one way of keeping our people safe on a journey.</i>	US	<i>I can create a resource that will help keep our people safe on a journey if I follow instructions/ or am told what to do.</i>
PS	<i>I need help to define “safe journey”</i>	PS	<i>I need help to explain how and why we can keep our people safe on a journey.</i>	PS	<i>I need help to create a resource that will help keep our people safe on a journey.</i>

POSSIBLE INTEGRATED TEACHING SEQUENCE

Select learning experiences from the planning links below - exploring safe travel in different learning area contexts.

Insert hyperlink to planning for Te Reo Maori	Insert hyperlink to planning for Pangarau	Insert hyperlink to planning for Hauora Hakinakina	Insert hyperlink to planning for Putaiao planning	Insert hyperlink to Nga Toi planning	Insert hyperlink to planning for Tikanga-a-Iwi	Insert hyperlink to planning for Hangarau
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Week	Integrated Learning Experiences	Puna Kupu – Kupu Hou	Kiwaha, Whakatauki, Timatanga Rerenga , Nga Kianga

HANGARAU (English translation of curriculum resource)

Possible contexts for kaupapa: Keeping whanau safe* on a journey is everyone’s work. / safe journeys:

Technological practice: Design and plan safety devices for whanau to help keep them safe when they work and travel within the transport system: high visibility clothing, navman in Maori, road signs

Ngā Putanga Ako Tauwhāiti – Whāinga Paetae Achievement Objective	Aromatawai: Intended Learning Outcomes/Learning Intentions
<p><i>Ka tāea e te ākongā te:</i> Taumata 1 <u>Te Whakaharatau Hangarau</u></p> <p>Ka tūhura, ka tautohu i:</p> <ul style="list-style-type: none"> • ngā hua hangarau whānui; • te take me te whakamahi i ngā momo hua <p>Taumata 2 <u>Te Whakaharatau Hangarau</u></p> <p>Ka rangahau, ka whakahiato i ōna hiahia hei mahere. Ka whakaarohia ēnei:</p> <ul style="list-style-type: none"> • he hātepe; • ngā mātāpono; • ngā momo rawa. <p>Taumata 3 <u>Te Whakaharatau Hangarau</u></p> <p>Ka whakaraupapatia he mahere hoahoa whitake.</p> <p>Taumata 4 <u>Te Whakaharatau Hangarau</u></p>	<p>Level 1:</p> <ul style="list-style-type: none"> · Identify colours that are suitable for high visibility · Design a high visibility item: vest, belt, hat, headband, · Explain why they have used a particular colour <p>Level 2:</p> <ul style="list-style-type: none"> · Identify which material are best suited for high visibility · Design and construct a high visibility item: vest, belt, hat, headband, sign, reflector · Explain why they have used a particular type of material <p>Level 3:</p> <ul style="list-style-type: none"> · Research which man made materials are best suited for high visibility · Design, plan and

<p>Ka whakamahia he mahere, ka whakamātauria kia kitea:</p> <ul style="list-style-type: none"> • te whanaketanga; • te tōtika o te mahi. 	<p>construct a high visibility item: vest, sign, reflector, car panel</p> <ul style="list-style-type: none"> · Explain why a particular type of material is better suited than another <p>Level 4:</p> <ul style="list-style-type: none"> · Research natural materials that are suitable for high visibility · Design, plan and construct a high visibility item from natural materials · Explain why particular types of natural materials are better suited for high visibility
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Raupapa Mahi: Possible Learning Intentions and Learning Experiences: *Your school will have its own criteria for developing learning intentions. Emphasise the learning intentions that best match the abilities of your students.*

LI: Investigate colours and materials suitable for high visibility

LE:

High Visibility

Use a [Y chart](#) to predict what being safe while travelling in the dark (low visibility environments) as a pedestrian or cyclist would look like, feel like and sound like. Complete the reverse for what it would be like to be unsafe in this situation.

Link the risks related to travelling in the dark (low visibility environments) include: physical, environmental, behavioural. Record on a graphic

organiser.

Complete a survey of classmates and the general public to find out why people are reluctant to wear existing high visibility clothing in low visibility environments.

Gather information that would help to design 'cool' high visibility clothing.

Create an information poster that highlights the benefits of wearing high visibility clothing, equipment.

Colours

Recall colours and materials which are easier to see from a distance. Test this over a variety of distances.

Discuss what this could mean when choosing colours for high visibility clothing, equipment

Design a colour chart ranking colours for their visibility strength.

Question why people never wore high visibility clothing etc in the past? Why do we need them now

Materials

Research to identify man made materials that are highly reflective.

Investigate natural materials that are reflective and would qualify as highly visible. Research which of these materials could be 'processed' or 'adapted' to become reflective or highly visible.: i.e coated with a substance, dyed, polished

Record the characteristics of these natural and man made materials.

Investigate price and ease of working with these materials to create high visibility clothing. Rank which materials would be best suited on all factors.

Complete a science fair investigation to prove which natural and or man made materials are more reflective than others and why.

Complete a [SWOT analysis](#) (identifying strengths, weaknesses, opportunities and threats) of their materials. Use this to help select best materials to use.

Wonder

Create songs, chants or raps containing safety messages about being seen while travelling.

Write and publish a story of a future world where our

skin naturally becomes reflective when out walking at night.

Complete these Thinker's Keys activities: The Invention Key – invent a substance that activates and glows when out in darkness. The Alternative Key – List natural ways to be seen in the dark. The Ridiculous Key – what would happen if we could only travel after dark? etc

Student Inquiry

Your Task:

Use the technology design process to create and market a high visibility natural material clothing range for students of their kura. Include colour range, price and school tohu in their brief.

Ngā Rauemi: Resources

Print:

- He Tauaromahi Hangarau: Exemplars
- Pātaka Tūmahi Hangarau
- He Pukapuka Āwhina mā te Pouako
- Hei Āwhina i te Pouako
- Te Tūhono Tahi Series

Electronic

- He Rauemi Hangarau (DVD's)

[http://kohingarauemi.tki.org.nz/He-Rauemi-Hangarau-DVD-s/\(Search_Text\)/SearchText=Hangarau/](http://kohingarauemi.tki.org.nz/He-Rauemi-Hangarau-DVD-s/(Search_Text)/SearchText=Hangarau/)

- Whareuku

<http://www.whareuku.co.nz/>

- wickED

Assessment for Learning: Teacher/Peer/Self

Teachers to highlight learning experiences above that will be used for assessment for learning throughout the unit. These can be recorded in portfolios/school management systems.

Example self-assessment rubric:

Teachers to code in the first column the symbols that they use in the school for assessment.

These could be against levels, MOE guidelines or internal criteria. The rubric can be written against the AOs or rewritten as success criteria for children depending on the preference of the school.

Highlight the relevant phrases at each step. This is an example of one dimension only.

Example: Selecting colours/materials for high visibility clothing.

Extended Abstract	I use several strategies to select colours suitable for high visibility and I know when and why to use them. AND I can teach others to select colours suitable for high visibility. I seek feedback on how to improve how I can select colours suitable for high visibility.
Relational	I use several strategies to select colours suitable for high visibility and I know when and why to use them.
Multistructural	I use several strategies to select colours suitable for high visibility but I am not sure when and or why to use them.
Unistrauctural	I can select colours suitable for high visibility if I am prompted or directed.
Prestructural	I need help to select colours suitable for high visibility

HAUORA/HAKINAKINA (English translation of curriculum resource)

Possible contexts for kaupapa: Keeping whanau safe* on a journey is everyone’s work. / Shared responsibility for safe journeys:

Waiora - Personal Health and Development (safety): Identifying risks and their causes and able to describe safe options to manage these risks: develop action plans to minimise risks

Ngā Putanga Ako Tauwhāiti – Whāinga Paetae Achievement Objective	Aromatawai: Intended Learning Outcomes/Learning Intentions
<p><i>Ka tāea e te ākonga te:</i></p> <p>Level 1</p> <p>Describe and use safe practices in a range of contexts and identify people who can help.</p> <p>Level 2</p> <p>Identify risk and use safe practices in a range of contexts.</p> <p>Level 3</p> <p>Identify risks and their causes and describe safe practices to manage these.</p> <p>Level 4</p> <p>Access and use information to make and action safe choices in a range of contexts</p>	<p><u>Level 1</u></p> <p>List factors that can affect you and your safety while travelling in a vehicle as a passenger.</p> <p>Identify how to prevent or minimise risks while travelling in a vehicle.</p> <p>Describe how other road users should behave on the road.</p> <p>Reflect on the risks that you personally face as a passenger, as well as on your safety strategies and how you put them into action.</p> <p><u>Level 2</u></p> <p>Identify how to prevent or minimise risks while travelling in a variety of different vehicles.</p> <p>Compare and contrast the risks you face as a passenger travelling in a vehicle.</p> <p>Describe the limits and</p>

	<p>opportunities for you as a passenger in managing your personal safety.</p> <p>Reflect on the risks you face as a passenger and identify strategies you can use to be safe.</p> <p><u>Level 3</u></p> <p>Identify people who are responsible for your safety while travelling as a passenger.</p> <p>Formulate an action plan to deal with risks you face as a passenger travelling in a vehicle.</p> <p>List the risks that could occur when you are travelling in a vehicle.</p> <p>Explain the causes (physical and behavioural) and effects of each of these risks</p> <p><u>Level 4</u></p> <p>Identify resources (people and places) we can use to develop deeper understanding of safe travel in vehicles.</p> <p>List and prioritise the risks faced by drivers and passengers.</p> <p>Develop an action plan to minimise risks faced by passengers when travelling in a vehicle.</p> <p>Argue for strategies that would enhance passenger safety while travelling in a vehicle.</p>
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Raupapa Mahi: Possible Learning Intentions and Learning Experiences: *Your school will have its own criteria for developing learning intentions. Emphasise the learning intentions that best match the abilities of your students.*

Possible Learning Experiences

LI: List/ identify/ describe/ explain how travel has changed over the years.

LE: Interview mātua/whānau to find out how travelling to whānau events and travel in general has changed over the years. List the changes and record on a Venn diagram

<http://www.worksheetworks.com/miscellanea/graphic-organizers/cycle.html>

Use the above information to make generalisations about the impact that changes to how we travel has had on our lives. For example, it is now possible to travel longer distances in a shorter amount of time, the affordability of air travel has made international travel for whānau to destinations like Australia, the Pacific and the world a possibility.

LI: Identify the purpose or relevance of having rules or a road code.

LE: Question what would happen if we had no road rules or road code? Why did people have no such codes before there were any motor vehicles on the roads? Why do we need them now?

Alternatively, simulate the same activity. Students could have free play in an area. Explain that they can play on their scooters, bikes, running games etc. Select 2-3 students to observe what happens. After 5 minutes (shorter or longer depending on the level of risk) bring students in and ask students to describe how the exercise felt and or went. Ask the observers to describe what they saw. Ask what would be needed to make the situation safer and or better. Use this as the basis for describing the purpose of rules.

LI: Identify risks (and their causes and effects) faced by passengers when travelling in a vehicle [Unistructural]

LE: Discuss, identifying the risks faced by passengers when travelling in a vehicle.

Keep a personal log of life as a passenger. Use it to

identify and reflect on risks and safety strategies.
Evaluate their plan and action against success criteria they have created.

Links with Maths: Conduct a survey into one of the following topics or similar topics:

- what is the most common mode of transport to school, the marae, a big hui, sporting event?
- what is the most preferred mode of transport to?
- list the different reasons people travel (work, school, sport, visit whanau)
- how long do students spend each day/week/month as a passenger in a car?

Use the results of the survey to make generalisations about:

- the most interesting thing the survey showed
- something they learned about their classmates as a result of the survey
- something that surprised them and
- what some of the most important safety considerations are for students in their class.

LI: Describe risks (and their causes and effects) faced by passengers when travelling in a vehicle [Multistructural]

LE: For each risk named above, consider then name and or describe the causes of the risks and the effect or potential outcome of the identified risk. See cause and effect graphic organiser.

http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_allgo.pdf

LI: Classify risks (and their causes and effects) faced by passengers when travelling in a vehicle [Relational]

LE: Look for patterns with the risks identified. Classify risks. Headings could include, Risks caused by the driver/ passenger, environmental risks, mechanical risks etc.

LI: Explain causes of risks faced by passengers when travelling in a vehicle [Relational]

LE: Explain how an identified risk could place passengers at a risk.

Links to speaking: draw a risk from a hat, students then have 30 seconds to 1 minute to present an impromptu speech that would convince/ explain to their audience how the identified topic poses a risk to passengers. Audience evaluate each speaker of their understanding of what the risk and why it is risky/

LI: Explain effects of risks faced by passengers when travelling in a vehicle [Relational]

LI: Evaluate types of risks faced by passengers when travelling in a vehicle [Extended Abstract]

LE: Students research the impact or effect of risks. Begin by interviewing a classmate, teacher, whānau member. Responses could include, I feel scared being in car with someone who speeds, or I'm only allowed to travel in a car with a whānau member or I had a sore back to more permanent injuries. Analyse the information gathered and evaluate the level of risk posed to passengers. Give reasons to support their opinion.

As a class or school, organise a parents' evening (possibly alongside a parent information evening) on road safety for passengers. Invite a local police officer and/or council safety officer discuss safe practices. Using a [three-way Venn diagram](#) compare and contrast information that motorists, cyclists, and pedestrians and would like each other to know. Create songs, chants or raps containing passenger safety messages.

Use a [Y chart](#) to predict what a safe road trip would look like, feel like and sound like.

Write and publish a story of a future world where road users always make safe choices and live in a well-planned environment. Include ideas connected to healthy mind, healthy body, good decision making, nature appreciation, crime, ease of commuting, climate change, energy availability etc. Carry out research (including by asking matua/whānau) to identify people in the community who can help with safety while travelling on the road, and as a passenger. What do we know about these resource people already? Complete a Postbox activity to gather new knowledge. Hang the responses up in

the classroom.

Model using a basic Risk Management Matrix (**RAMS**) form, identifying and managing the risk for a journey in vehicles (make headings basic for Levels 1–2).

Involve students in completing a RAMS form for an upcoming class trip. It may be walking to a location close to the school such as the public library or local swimming pools.

Complete a **SWOT analysis** (identifying strengths, weaknesses, opportunities and threats) on a route of their choice. They need to identify a weakness or a threat that individual action could reduce.

Use a **Consequence Wheel** to predict the consequences of an action. They reflect on the connections between the consequences. i.e bald tyres on a car could mean what?

Design and make a game that addresses risks passengers face and that demonstrates good road responsibility by all.

Write letters to the editor presenting 'wish lists' of how they would like other road users to behave on the road OR they could create and publish a pamphlet with a 'code' for motorists.

'So what?' and finally, 'Now what?'

Identify the thinking processes used when making their safety strategies and when taking action.

LI: Predict how travel may change in the future.

LI: Predict possible risks faced by passengers when travelling in a vehicle [Extended Abstract]

Predict how travelling to and from events may be different for their tamariki and mokopuna in the future as more and more advances are made in technology.

LI: Identify and or describe the possible advantages and disadvantages of travel in the future.

Identify and or describe the advantages and disadvantages that changes to travel may bring.

LI: Predict what travel may look like in the future.

LE: Select an aspect of travel. For example, domestic or international travel or intergalactic travel. Draw and or describe how this will look or be made possible in the future.

Student Inquiry

Your Task:

Levels 1 and 2

Make a class category map with the different ways students travel to school and put students' names (or self portraits) under each category.

In pairs, use this information to decide on the greatest risk factors for your peers. Evaluate the level of risk involved. For example, on a scale of 1-10.

Identify the ways the risk factors can best be managed. Students use this to create and implement their own self management plan. This could be done through comments on an individual or class wiki or in the school individual SMS. Monitor and give feedback on how well students are using their plan to keep themselves safe.

Ask students to look at areas that can be strengthened and to show this modification to their plan.

Review the class category map throughout the year. Update as students move houses and new students arrive to the class, and roads and intersections change. Decide if the risks are still the same. Decide if steps need to be taken at another level. For example, whether a school wide education campaign is needed through the school newsletters, school website, presentations at school assembly and change at the next level a letter campaign to the local paper, MP, Mayor or NZTA to seek change that would improve public safety.

Levels 3-5

And or create a visual resource that help to inform younger students about road safety.

Alternatively, create a medium to provide ongoing information for the entire school community on this kaupapa. It could be a talk back segment on the school radio station, and or regular tips on the school blog, website, assembly. Lessen the involvement of the teacher as time goes on, so that it becomes increasingly student driven. Reward/ promote different ways for the school community to give students feedback on the quality, relevance and effectiveness of their resource in reducing risks and increasing understanding of road safety issues at the kura.

Ngā Rauemi: Resources

Electronic

The impact of travel on tourism in NZ

<http://www.teara.govt.nz/en/tourist-industry/page-5>

Early travel in NZ

<http://www.teara.govt.nz/en/beach-culture/page-1>

Travel by horse in NZ

<http://www.teara.govt.nz/en/horses/page-3>

Public transport in NZ

<http://www.teara.govt.nz/en/public-transport/page-8>

<http://www.teara.govt.nz/en/public-transport/page-2>

Travel trends in NZ
<http://www.transport.govt.nz/research/Documents/How%20New%20Zealanders%20travel%20web.pdf>

Travel in the future
<http://www.ibtimes.com/heres-what-future-travel-looks-1039452>
<http://dsc.discovery.com/tv-shows/curiosity/topics/big-question-future-of-travel.htm>

Assessment for Learning: Teacher/Peer/Self
 Teachers to highlight learning experiences above that will be used for assessment for learning throughout the unit. These can be recorded in portfolios/school management systems.

Example self-assessment rubric:
 Teachers to code in the first column the symbols that they use in the school for assessment. These could be against levels, MOE guidelines or internal criteria. The rubric can be written against the AOs or rewritten as success criteria for children depending on the preference of the school. Highlight the relevant phrases at each step. This is an example of one dimension only.

Example: Reflect on causes and effects of risks when I am a passenger

Extended Abstract	I use several strategies to reflect on causes and effects of risk when I'm a passenger and I know when and why to use them. I can teach others to reflect on causes and effects of risk when I'm a passenger. I act as a role model for others to help them reflect on causes and effects of risk when I'm a passenger I seek feedback on how to improve how I can reflect on causes and effects of risk when I'm a passenger
Relational	I use several strategies to reflect on causes and effects of risk when I'm a passenger and I know when and why to use them.
Multistructural	I use several strategies to reflect on causes and effects of risk when I'm a passenger but I am not sure when and or why to use them.
Unistructural	I can reflect on causes and effects of risk when I'm a passenger if I am prompted or directed
Prestructural	I need help to reflect on causes and effects of risk when I'm a passenger

Example: Identify risks when travelling as a passenger

Extended Abstract	... and I can make a generalisation about of these risks while travelling as a passenger.
Relational	... and I can explain the relevance of these risks while travelling as a passenger/ explaining the causes and effects of these risks.

Multistructural	I can identify some relevant risks while travelling as a passenger.
Unistructural	I can identify one relevant risk while travelling as a passenger.
Prestructural	I need help to identify risks while travelling as a passenger.

NGĀ TOI - TE MAHI-Ā-REHIA (Dance and Drama)

TOI ATAATA (The Visual Arts)

TOI PUORO (Music)

Possible contexts for kaupapa: Keeping whanau safe* on a journey is everyone's work. / safe journeys:

Performance Arts - Explore situations by thinking and responding in role and using drama to communicate an idea to inform and or persuade an audience about ways they can manage their own personal safety and the safety of others when out and about.

Ngā Putanga Ako Tauwhāiti – Whāinga Paetae Achievement Objective	Aromatawai: Intended Learning Outcomes/Learning Intentions
<p><i>Ka tāea e te ākonga te:</i> Performance Arts: Levels 1 and 2 <i>Investigate, use, develop an understanding of and celebrate: dramatic elements including use of the body, sound, and language; types of spaces and participation in imitation activities and improvisation; use of body and voice together in diverse contexts; her/his original dramatic work and those of others.</i> <i>In Maori</i> Level 1 <i>Ka tūhura, ka whakamahi, ka whai māramatanga, ka whakanui:</i></p> <ul style="list-style-type: none"> ● <i>i ngā huānga o te whakaari mā te tinana, mā te oro, me te kupu;</i> ● <i>i ngā momo mokowā, me te whakauru atu ki te mahi tāwhai mā te tuku noa;</i> ● <i>i te whakamahi tahi i te tinana me te reo i roto i ngā horopaki huhua;</i> ● <i>i āna mahi whakaari me ā ētahi atu.</i> <p>Level 2 <i>Ka tūhura, ka hanga noa, ka whakakaupapa, ka whakaputa:</i></p> <ul style="list-style-type: none"> ● <i>i te hononga o te mahi ā-tinana ki te reo ā-waha;</i> ● <i>i ētahi mahi ā-tinana mai i ōna wheako whaiaro me te pohewatanga;</i> ● <i>i ngā kupu āhua o te tū ki te kōrero;</i> 	<p>Levels 1 and 2 Global Learning Intention We are learning how to explore and use the elements, techniques and conventions of drama to present and or respond to ideas.</p>

<ul style="list-style-type: none"> • <i>i ētahi whakaaturanga kua kitea e ia.</i> 	
<p>Performance Arts: Levels 3 and 4 <i>Investigate, describe, show understanding of, and share ideas about: dramatic processes; drama types.</i></p> <p><i>In Maori</i> Level 3 <i>Ka tūhura, ka whakamahi, ka whakaatu, ka whakaputa:</i></p> <ul style="list-style-type: none"> • <i>i ngā nekehanga i roto i ngā horopaki huhua;</i> • <i>i ētahi tūmomo nekehanga o ngā horopaki.</i> <p>Level 4 <i>Ka tūhura, ka whakaatu:</i></p> <ul style="list-style-type: none"> • <i>i ngā tukanga;</i> • <i>i ngā tūmomo mahi.</i> • <i>Ka mārama, ka whakaatu whakaaro:</i> • <i>ki ngā tukanga;</i> • <i>ki ngā tūmomo mahi.</i> 	<p>Global Learning Intention</p> <p>We are learning how to present and respond to drama identifying the ways in which elements, techniques and conventions combine to create meaning in their own and others' work.</p>

Elements	Techniques	Conventions
Role Time Place Mood Symbol Tension Focus Contrast	Voice Body Movement Space	<p>Structural Conventions: e.g. Still image, flashback, narration, diagrams/maps, spoken thoughts</p> <p>Process Drama Conventions: e.g. Role on the Wall, Hot Seating, Mantle of the Expert, Teacher in Role, Visualisation, Telephone Conversations.</p> <p>Theatre Conventions:</p>

		<p>e.g. Actor Audience relationships, exits and entrances, theatre technologies</p> <p>Textual Conventions: e.g. interior monologue, dialogue, stage directions.</p>
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<p>Raupapa Mahi: Possible Learning Experiences</p> <p>Level 1-2 Note: The following learning intentions describe learning that is on-going throughout this unit of learning. It describes competencies that would enable the learner to be actively engaged in their learning regardless of the learning area.</p> <p>LI: Think deeply about my own learning. LI: Recognise when I and or others have been successful as a learner. LE: Use modelling or 'think alouds' to teach students how to:</p> <ul style="list-style-type: none"> ● reflect on the effectiveness of their learning against established success criteria ● identify and describe ways they can see success illustrated in their own learning and in the learning of others ● respond to feedback and or feedforward <p>Ensure students understand the purpose of being able</p>
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to reflect or think deeply about their own learning and the benefits of being able to give, receive and respond to feedback for their own learning.

LI: Identify safe practices that enable myself and others to travel to and from school safely.

LE: Brainstorm and list what students know about getting to and from school safely each day. Teacher to use this list to check what students already know about getting to school and home again safely. Identify areas of student need to focus teaching and learning on.

Note: Re-visit the following learning intentions throughout the unit of learning as student understanding deepens.

LI: Discuss what drama is and how we take part.

LI: Discuss what role is and how to play a role.

LI: Describe the different purposes of drama.

Discuss what drama is and explain that everyone will be taking part in a story that no one has heard before. Discuss what role is and that everyone will have a role (including the teacher) in this drama.

Explain about TIR (Teacher in Role) and that in this drama one person will be playing a role, and another adult/ or older student will help the students as they work.

The role another teacher/ or older or more able student will be playing is that of a sad student whose brother hasn't arrived to pick him up from school and take him home. Tama is considering walking home alone even though he's not really sure of how to get home.

LI: Take part in a 'blanket role' contributing to the narrative.

When the teachers' return to the room, one person will play the role of the student, Tama, and the second teacher/ person will play the role of teacher leading the class discussion and inquiring into the problem.

LI: Respond appropriately to the 'Teacher In Role'

(See glossary in the resource section for a definition of drama terms)

LI: Predict how a character is feeling and give reasons to support a prediction.

LI: Identify/ list/ describe/ explain the risks (personal and potential risk to others) involved with an identified choice.

LI: Identify/ list/ describe/ explain ways the risks (personal and potential risk to others) can be managed.

LE: Students in the class play the role of road safety experts helping to:

- define/ describe what the problem is,
- identify possible risks to Tama's safety and the safety of others
- identify how Tama might be feeling and why they think this is
- advise Tama about what he could do to manage the risks with each choice

LI: Evaluate the choices of a character from most effective to the least effective.

LE: Record or illustrate some of the suggestions and as a class. Student to place themselves on a continuum that shows how effective they believe a choice is in keeping Tama and others safe and their reasons.

LI: Sequence the steps a character might take to get home safely.

LE: Students could role play the steps Tama would take in order to get home safely. Ask: is this a strategy you would feel confident using? Why? Why not? Students self and peer assess each others sequence. Look for the ways learners have used feedback on their learning to show improvements in what they are learning.

To reinforce this learning students could record and or illustrate the steps. For examples of graphic organisers related to sequencing:

<http://www.netrover.com/~kingskid/graphic/graphic.htm>.

Students could use programmes like Comic Life to publish or present their sequence. Select one to present at a team or whole school assembly and or to feature in the school newsletter or school website.

Links with literacy:

There are many different ways that the above lesson could lead to writing in different genres. For example:

- a whole class narrative writing exercise, with their sequence providing the resolution or the narrative could be presented as “Pick a path” story where 2 or more choices are presented but only the safe choice would enable the reader to complete the story
- an advice column - Dear Abby, yesterday I felt so upset because What should I do?

Use a PMI chart to list/ describe/ explain the consequences of a particular solution. See:

[http://eworkshop.on.ca/edu/pdf/Mod21_graph PMI.pdf](http://eworkshop.on.ca/edu/pdf/Mod21_graph_PMI.pdf)

LI: Use the conventions of drama to experience a situation from the position of a specific character.

LE: Take turns at being a character in role using the convention of ‘ hot seating’. The other students in the group could practise formulating questions to identify how the character is feeling in that situation and what the problems is. Characters in role to explore using voice, facial expressions and gestures appropriate to their character.

Develop the ideas in this unit of learning further, using scenarios that directly link to experiences students have had.

LI: Share their ideas and reflect upon the learning experience.

LE: Complete a Y chart describing what it looked like, felt like and sounded like to participate in drama. As a class, students’ reflect on what they have learnt about problem solving and keeping themselves and others safe.

Level 3-4

LI: Describe the different purposes of drama.

LI: Describe the elements/ conventions of drama.

LE: Discuss what drama is and identify elements and conventions of drama already known by students. Introduce/ review some of the dramatic elements and

conventions in the warm up or introduction to each lesson. Display the elements and conventions in a prominent space as a prompt. Brainstorm/ generate a list of class rules or expectations to guide student participation during lessons.

LI: Use personal experience to understand and relate to drama.

LE: Collect a variety of photos/ images of people at a BIG event. Predict what is happening in the picture from the viewpoint of different characters. Link predictions to either the action/s being portrayed or the verbal and visual cues in the image.

LI: Use the dramatic elements, techniques and conventions to explore a character's feelings and actions.

LE: Begin introducing the dramatic conventions. Teacher to model/ use a 'Think aloud/ or involve a group in modelling how to create a freeze frame. Use the model to create success criteria. Groups select an image to create as a 'freeze frame'. Identify/ describe/ explain/ evaluate the effectiveness of an individual and or the group to hold and replicate body position and facial expression.

LI: Identify an area of success and or improvement.

LE: Teacher to model giving feedback against the success criteria and then groups to be responsible for giving peer feedback and feed forward for one other group.

Introduce and use the dramatic convention of 'Spoken Thoughts' to imagine what they think a character in the image is thinking and why they think this. Evaluate the effectiveness of an individual and or group to literally 'get inside the head' of character and describe what a character in the image may have been thinking.

LI: Predict an action that may have happened before or take place after an image of an event.

LE: Use the dramatic convention of 'Flashbacks and Flash Forwards' to predict what may have happened before and after the initial image. Evaluate the effectiveness of a group to predict an event in the past or future, using their existing knowledge of what is

happening in the picture.

As a class, look at a travel opportunity or travel challenge for people getting to the BIG event. Use the dramatic convention of 'Conscience Alley' to identify some of the positive choices a character can make.

LI: Identify/ list/ describe/ make connections between the saying or proverb and a travel opportunity or challenge for people going to a BIG event.

LE: Explore safety related sayings and proverbs. Small groups identify/ list/ describe/ make connections between the saying or proverb and a travel opportunity or challenge for people going to a BIG event. Small groups interpret their chosen proverb or saying using the dramatic convention of a Tableaux. List as a class specific travel opportunities or challenges for a specific group of people. For example their age group, whanau, kaumatua. Develop ideas for a role play that presents a situation being resolved using a modern interpretation of their saying or proverb.

LI: Respond to a dramatic performance noting success against specific criteria.

LE: View as a class a video that promotes a road safety message. E.g., Legend

As a class or in small groups identify:

- what is the main message?
- who is the intended audience?
- how is the message conveyed?
- what dramatic conventions are used to (i) create impact (ii)develop the audience's understanding of a character?
- describe/ explain how the tension is resolved? Explain/ analyse the consequences of this.
- create other possible endings?
- evaluate how effective the ad is. Give reasons to support an opinion.

Student Inquiry

Your Task:

Students to use this criteria to develop an advertisement of their own. Groups to peer assess against the above criteria or a criteria you have developed together with your class.

Links with ICT: Record the advertisement with a video camera, edit using Movie Maker/ iMovie (or other software) and present their finished advertisements at a hui-a-kura – Assembly and invite whanau to attend.

Ngā Rauemi: Resources

Print:

- Cowley, J. Car Care. 1990. Wendy Pye Team, Accident Compensation Corporation, New Zealand. This can be found in an ACC kit at all NZ schools.
- He Manu Tuhituhi
- Reo Kōrero – Kua rikoata (Recorded examples/exemplars)
- Wharaingi Tuhituhi – template
- Ngā Papakupu
- He Pataka Kupu
- Ngā Pepeha a Ngā Tipuna
- Keep an eye out for the NZTA Road Safety competition.

Electronic:

See Glossary of drama terms:

- <http://artsonline2.tki.org.nz/ecurriculum/drama/glossary.php>

A process drama written to explore a safety issue at the junior primary level

- http://artsonline2.tki.org.nz/resources/units/learning_in_action/car_care/

Link to the Arts online community

- <http://artsonline.tki.org.nz/>

Link to terms and strategies used in drama

- <http://dramaresource.com/strategies>

Assessment for Learning: Teacher/Peer/Self

Teachers to highlight learning experiences above that will be used for assessment for learning throughout the unit. These can be recorded in portfolios/school management systems.

Example self-assessment rubric:

Teachers to code in the first column the symbols that they use in the school for assessment.

These could be against levels, MOE guidelines or internal criteria. The rubric can be written against the AOs or rewritten as success criteria for children depending on the preference of the school.

Highlight the relevant phrases at each step. This is an example of one dimension only.

Example: Select and use relevant dramatic techniques and conventions to communicate an idea

Extended Abstract	I can select and refine ideas, combining dramatic techniques and conventions effectively for the purpose of informing and persuading an audience to keep themselves safe while travelling.
Relational	I can select and use relevant dramatic techniques and conventions to develop an idea/s with the purpose of informing and persuading an audience.
Multistructural	I can develop and select ideas to inform and persuade an audience.
Unistructural	I can develop an idea to inform and or persuade an audience.
Prestructural	I can develop an idea with the support of the teacher.

PĀNGARAU

Possible contexts for kaupapa: Keeping whanau safe* on a journey is everyone’s work. / safe journeys:

Ahuatanga: position and orientation - direction and coordinates

Ngā Putanga Ako Tauwhāiti – Whāinga Paetae Achievement Objective	Aromatawai: Intended Learning Outcomes/Learning Intentions
<p><i>Ka tāea e te ākongā te:</i> Taumata 1</p> <p><u>Te Wāhi me te Ahunga</u></p> <p>Ka whai, ka hoatu hoki i ngā tohutohu mō te nekeneke e whai wāhi mai ana:</p> <ul style="list-style-type: none"> • te tawhiti; • te ahunga; • te hurihanga (hurihanga 0, 1–4, 1–2, 3–4, 1, 11–4, 11–2 ...). <p>Ka whakamārama i te wāhi noho o tētahi mea.</p>	<p><u>Level 1</u></p> <p>Use the language of position to describe how to get from one place to another.</p> <p>Give and follow instructions using the language of position and direction; for example, under, over, on, left, right, ¼ turn. ½ turn, up, down.</p> <p>Classify signs and symbols into categories.</p> <p>Describe movement in their own language; for example, forward, back, walk, half, etc..</p> <p>Estimate length of movement with non-standard units.</p>
<p>Taumata 2</p> <p><u>Te Wāhi me te Ahunga</u></p> <p>Ka hanga, ka whakamahi mahere māmā:</p> <ul style="list-style-type: none"> • ka whakaatu taunga; • ka whakaatu ahunga; • ka whakamārama huarahi; • ka whakamārama 	<p><u>Level 2</u></p> <p>Give and follow directions using left, right, up, down, north, south, east and west.</p> <p>Draw and follow a path on a grid to show a route to get from A to B.</p> <p>Identify landmarks and features from a given location on a map..</p> <p>Describe pathways between map locations.</p> <p>Label and follow legends on a map.</p> <p>Create a set of movement and direction instructions to get from A to B.</p>

<p>tirohanga.</p> <p>Ka whakamārama taunga, ahunga hoki o ngā wāhi matua o te kura, te tāone me te rohe.</p> <p>Taumata 3</p> <p><u>Te Wāhi me te Ahunga</u></p> <p>Ka hanga, ka whakamahi pūnaha ki te:</p> <ul style="list-style-type: none"> • whakaatu taunga; • whakaatu ahunga; • whakamārama huarahi. <p>Ka whakamahi i ngā tōpito matua ki te whakamārama taunga, ahunga hoki</p> <p>Taumata 4</p> <p>Te Wāhi me te Ahunga</p> <p>Ka whakaatu, ka whakamārama, ka whakamahi i te wāhi noho (taunga) o tētahi mea, me te ahunga:</p> <ul style="list-style-type: none"> • ngā tōpito; • ngā koki o te kāpehu; • ngā āhuratanga o te taiao; • te tukutuku (takirua raupapa); • te mahere. 	<p>Use compass directions to describe how to find particular landmarks.</p> <p><u>Level 3</u></p> <p>Use co-ordinates to describe the location of an object.</p> <p>Give and follow directions involving turns (left and right) and compass directions.</p> <p>Give and follow instructions involving distances by interpreting simple scales.</p> <p>Draw and interpret simple scale maps.</p> <p><u>Level 4</u></p> <p>Use positive and negative co-ordinates to describe the location of an object.</p> <p>Perform calculations to convert metres into kilometres and vice versa for distances travelled.</p> <p>Solve movement multiplication problems using doubling and halving strategies.</p> <p>Recall known multiplication facts to solve mapping and location multiplication problems.</p>
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Raupapa Mahi: Possible Learning Intentions and Learning Experiences: *Your school will have its*

own criteria for developing learning intentions. Emphasise the learning intentions that best match the abilities of your students.

LI: Identify the language of position and direction used to safely get from one place to another [Unistructural]

LE: List the language of position and direction. Recall times when you have used the language of position and directions to safely get from one place to another. Use the language of position and direction to direct the movement of a person or an object around the classroom/playground. Play games using the language of position and direction. E.g. Simon say ...

LI: Describe using the language of position and direction to safely get from one place to another [Multistructural]

LE: Recall a time when you or your family used the language of position and direction to get safely from one place to another

LI: Sequence movement using the language of position and directions to safely get from one place to another [Relational]

LE: Look at pictures or images of the movement of an object or person moving safely from one place to another. Sequence or order the images, annotating each step with the instructions for the position and direction. Explain why sequencing the steps in this order will help ensure safe travel

LI: Classify the language of position and directions to safely get from one place to another [Relational]

LE: Brainstorm different terms/ways of identifying position and direction. Place each on a different piece of paper and categorise them. Explain why you have sorted the different terms in this way.

LI: Apply the language of position and directions to allow people to safely get from one place to another [Relational]

LE: *Matatini Central Activity* ↴

Introduce mazes to explore the concepts of $\frac{1}{2}$ and $\frac{1}{4}$

turns, right and left turns. Find the shortest and longest way through. Set up a simple obstacle course or maze in a safe environment. Create mazes in the classroom with common classroom objects and furniture; create mazes in the playground; work on [maze worksheets](#); and/or interact with online [mazes](#).

In pairs, have students identify a route around the school; for example, from the classroom to the school office. They use the language of position and direction to describe and follow the route, and sketch the route.

In pairs, conduct someone around a given maze, circuit using the language of position and direction. Do this blindfolded. Let teams of blindfolded students crawl through the course in response to instructions (using the language of position and direction) from a team member.

Complete the maze activity on a map, one student gives the instructions while the other draws the route on the map.

LI: Create resources using the language of position and direction to help someone you care about safely get from one place to another [Extended Abstract]

LE: Plan routes for people to get from one area to another within the Matatini venue <http://www.tematatini.co.nz/Rotorua2013/venue.htm>, for example from the carpark to the kaumatua area, from the main stage to the performers warm up area. Record in written and oral form.

Design and construct safety signs for hazardous areas, carpark walkways, slippery steps in stadium, entry and exits.

In small groups, construct a 3D model of the Ultimate venue, consider walk ways and safe movement for people and vehicles i.e ambulances, police cars

Create your own venue map, showing all corners, straights, hazards and the finishing and starting points.

Explore directions on the venue map – north, south, east, west – and show them on their map as a legend on a grid or with a [compass](#). Useful activities for

practising compass directions are: 'Pirate Island' from *Figure It Out: Geometry*, Levels 2–3, page 20 (change the pirate theme to a cycling theme); [Chippy's Journeys](#); and [Compass directions and mazes](#).

Use past and present venue maps, and road maps explore drawing and interpreting simple maps, and specifying location using bearings and grid references.

Student Inquiry - Travelling to Matatini Central

Your Task: Construct directions to help someone you care about safely get to and from Matatini Central.

- Use [Think, pair, share](#) to think about and discuss what we use maps for. Record ideas as a [concept map](#) and add to it as they do other mapping activities.
- Use the [Maps](#) unit on the TKI website to extend work on reading, following directions and planning journeys on simple maps.
- Use New Zealand Road Maps to find where each group is travelling from to Matatini, tag to show the position. Predict the shortest and longest routes from there to the venue. Test these predictions by using google maps and a variety of Navman devices.
- Brainstorm means of travelling to Matatini (for example, car, van, train, bus). As a class, investigate the different seating positions that are possible in a car. (You could demonstrate possibilities on two or three different cars, for example sedan, station wagon, people mover.)
 - Sketch the different seating positions and identify each one using a coding system you supply, such as D= driver, PF = passenger front, PBD = passenger behind driver, PBPF = passenger behind passenger front, or students could devise their own system.
 - Challenge ideas of time and distance. Identify alternative routes, brainstorm alternative means of travelling to Matatini (for example, riding a bike, flying, hitch hiking), or identify an alternative route of the same distance. Challenge and reflect, 'Do these alternatives take less or more time to travel? How do you know?'
- Using the [G Map pedometer mashup](#) – a Google Map pedometer to measure distance – and the [instructions for use](#), students check to see whether they can prove their ideas in the above challenges.
- Use the data projector to explore [Adventure Island](#), an interactive mapping activity that encourages students to learn new and practise existing map skills.

- Brainstorm the hazards, places of interests, road crossings, traffic lights, bridges etc found when travelling one route to the venue. On local area maps, students place signs for each of these features, and create a legend for the map.
- Explore different map view types: bird's eye, satellite, road map and 3D on the National Geographic [map machine](#) site.
- Using [Think, pair, share](#), practise and solve these coordinate challenges: [Coordinates](#) and [Oh, Which Way Do I Go?](#).

Ngā Rauemi: Resources

Print:

- Te Reo Pangarau
- Poutama Tau Rauemi
- Figure it Out Series
- He Pūkete Aromatawai Pāngarau
- Pipi Pāngarau

Electronic

- NZmaths: Rauemi Maori

<http://www.nzmaths.co.nz/ng-rauemi-reo-m-ori-o-nzmaths>

- wickED

<http://www.wicked.org.nz/Kokona-Maori/Pangarau>

Assessment for Learning: Teacher/Peer/Self

Teachers to highlight learning experiences above that will be used for assessment for learning throughout the unit. These can be recorded in portfolios/school management systems.

Example self-assessment rubric:

Teachers to code in the first column the symbols that they use in the school for assessment.

These could be against levels, MOE guidelines or internal criteria. The rubric can be written against the AOs or rewritten as success criteria for children depending on the preference of the school.

Highlight the relevant phrases at each step. This is an example of one dimension only.

Example: Using the language of position and direction

Extended	I use several strategies to use the language of position and direction to get from one place to
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Abstract	<p>another safely and I know when and why to use them.</p> <p>I can teach others to use the language of position and direction to get from one place to another safely.</p> <p>I act as a role model for others to help them use the language of position and direction to get from one place to another safely</p> <p>I seek feedback on how to improve how I can use the language of position and direction to get from one place to another safely.</p>
Relational	<p>I use several strategies to use the language of position and direction to get from one place to another safely and I know when and why to use them.</p>
Multistructural	<p>I use several strategies to use the language of position and direction to get from one place to another safely but I am not sure when and or why to use them.</p>
Unistructural	<p>I can use the language of position and direction to get from one place to another safely if I am prompted or directed.</p>
Prestructural	<p>I need help to use the language of position and direction to get from one place to another safely</p>

PŪTAIAO

Possible contexts for kaupapa: Keeping whanau safe* on a journey is everyone’s work. / safe journeys:

O Ahupungao - The Physical world: Light Sources: How light reflects, refracts.....be seen be safe.....light sources

Ngā Putanga Ako Tauwhāiti – Whāinga Paetae Achievement Objective	Aromatawai: Intended Learning Outcomes/Learning Intentions
<p><i>Ka tāea e te ākonga te: Taumata 1/2 Te Ngaru me te Ngotangota</i></p> <p>2. Ka torotoro me te whai wāhi atu ki te aho, te ātārangi, te kano, te hanga oro, me te pōkākā.</p>	<p>Level 1 Identify light sources</p> <p>Explain items that reflect light</p> <p>Classify objects as see through or not</p>
<p><i>Taumata 3 Te Ngaru me te Ngotangota</i></p> <p>2. Ka torotoro, ka whai wāhi atu ki ngā tītohunga ā-rongo o te hanga i ngā orotahi me ngā hā o te oro,</p>	<p>Level 2 Identify which colours reflect light more effectively</p> <p>Explain that light travels in a straight line</p> <p>Classify objects as transparent, translucent or opaque</p>
<p>te kawē me te ārai pōkākā.</p> <p>Taumata 4 Te Ngaru me te Ngotangota</p>	<p>Level 3 Observe and record the properties of light</p> <p>Explain that light reflects at an angle</p>
<p>2. Ka tūhura, ka whakamahi i te tauira pūtaiao hei whakaatu i te</p>	<p>Define reflection and refraction</p>

<p>aho, te oro me te pōkākā.</p>	<p><u>Level 4</u></p> <p>Research the laws of light</p> <p>Describe and explain the light spectrum</p> <p>Compare and contrast natural and man-made light sources</p>
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<p>Raupapa Mahi: Possible Learning Intentions and Learning Experiences: <i>Your school will have its own criteria for developing learning intentions. Emphasise the learning intentions that best match the abilities of your students.</i></p>
<p>LI: Define Light (and Dark) [Unistructural]</p> <p>LE: Complete a post box activity to gather information about tamariki’s existing knowledge about light. Possible questions: a.) Where does our primary light source come from? What do you know about this source? b.) What is a reflection? c.) How are shadows formed? d.) Name two purakau that that have a light theme. Demonstrate (by switching off lights) that it is harder to see in the dark. Complete a sensory graphic organizer for responses about light and dark. Use the following Thinker’s Keys: The Reverse Key – List 10 things you could not do with a light. The What If Key? – What if it was always night? The Question Key – If “Reflected light” is the answer. Write 5 possible questions. Play with torches in a darkened space. Walk in the dark - under the night sky - how is it similar or different to taking the same walk in the daytime? Brainstorm everything you know about light. Use these experiences to form a class definition - “We think light is ...” We think dark is ... “ Come back to these definitions and revise them as you learn more about light and dark.</p> <p>LI: Identify light sources [Unistructural]</p>

LE: List as many light sources as you can. Recall light sources that have helped you see where you are (or find things) in the dark. Name light sources in the classroom and the playground. Draw different light sources. Learn about light & dark as well as light sources & reflections as you experiment with different objects. Does a mirror ball give out light or does it just reflect light from another source? What about a lamp, torch, animal or jacket? Play around with the objects and see what results you get. Differentiate between light sources and reflections (light emitters and light reflectors), which light sources give the brightest light, properties of sunlight and how wearing reflective strips can make cyclists stand out more so they are less likely to be hit by cars.

<http://www.sciencekids.co.nz/gamesactivities/lightdark.html>

Complete a KWHL chart about light sources: man-made and natural

<http://www.worksheetworks.com/miscellanea/graphic-organizers/KWHLt.html>

LI: Describe light sources [Multistructural]

LE: Observe a light source. Sketch a light source identifying the significant attributes of a light source. Write a description of a light source. (What is it like?). Help students by letting them experiment with different light sources - Investigate, discuss light from many sources

http://www.iop.org/activity/outreach/resources/pips/topics/light/activity/page_43047.html Find out what really happens with glow sticks.

<http://www.stevespanglerscience.com/experiment/light-sticks-the-science-of-liquid-light>

LI: Describe the colour of light [Multistructural]

Investigate the colour of light. Ask your students what color they think light is. A silly question? Sunlight or light from a lamp may look "white" but it is really made up of different colors. Red, blue, and green are the primary colours of light. That means you can make any colour from combinations of these three. We see an object in a certain colour because that colour is reflected from the object to our eyes, while other

colours are absorbed by the object.

LI: Classify light sources [Relational]

LE: Make a list of light sources - Sort the light sources into "light emitters and light reflectors". Next sort them into two groups based on whether they were used from our tipuna's day and/or used today. Give examples of how the light sources were used. Sort the light sources used by our tipuna into "light emitters and light reflectors". Explain any differences between the groups.

LI: Compare and contrast light sources [Relational]

LE: Compare and contrast light sources from our tipuna's day with what we have now.

LE: Compare and contrast "light emitters" with light reflectors"

<http://www.worksheetworks.com/miscellanea/graphic-organizers/compare-contrast.html>

LI: Explain the source of light - how a light emitter emits light [Relational]

LE: Draw a diagram clearly showing how a light emitter emits light.

LI: Explain the source of light - how a light reflector reflects light [Relational]

LE: Draw a diagram clearly showing how a light reflector gets and reflects light. Use mirrors to show the concept of reflection. Have students draw the other half of pictures using mirrors. Use think, pair, share to discuss how a light reflector like the moon gets light

LI: Explain how different light sources help people be seen (or see others) at night and low light. [Relational]

LE: Brainstorm as many ways as possible that people use to be seen while travelling in the dark. Draw pictures to show your ideas. Explain why the light source helps people be seen at night. Brainstorm as many ways as possible to encourage people to be seen while travelling in the dark.



Student Inquiry

Your Task:

Design and carry out an experiment to evaluate a light source used to make people safer by making them visible in the dark and low light.

e.g. Design an experiment to test a light source (e.g. reflective tape) used to make things more visible in the dark

e.g. Design an experiment to see to see which colours and objects are easier to see in the dark.

Design and carry out an experiment to evaluate a technology to make people safer by helping them see better if different light conditions.

e.g. Design an experiment into the use of polarised sunglasses - If you rotate a pair of polarizing sunglasses, you will find that they cut road glare much better in some positions than in others. When light reflects from water, asphalt, or other non-metallic surfaces, it becomes polarized. That is, the reflected light is usually vibrating more in one direction than in others. Polarizing sunglasses reduce this reflection, known as *glare*, but only when the polarizing lenses are oriented properly. http://www.exploratorium.edu/snacks/polarized_sunglasses/

Ngā Rauemi: Resources

Mirror, mirror on the wall: Angles of reflection. Mirrors and the Law of reflection.

<http://www.optics4kids.org/home/futurescientists/easy/mirror,-mirror-on-the-wall-angles-of-reflection/>

Light and colour fun for juniors <http://www.kindergarten-lessons.com/science-activities-for-kids.html>

Properties of light - <http://www.misterteacher.com/science/light.html>

Assessment for Learning: Teacher/Peer/Self

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Example self-assessment rubric:

Teachers to code in the first column the symbols that they use in the school for assessment.

These could be against levels, MOE guidelines or internal criteria. The rubric can be written against the AOs or rewritten as success criteria for children depending on the preference of the school.

Highlight the relevant phrases at each step. This is an example of one dimension only.

Example: Describe the properties of light in the context of keeping safe when travelling

Extended Abstract	My description lists several relevant properties of light AND explains why they are relevant to safe travel. I make a generalisation about the properties of light and safe travel.
Relational	My description lists several relevant properties of light AND explains why they are relevant to safe travel.
Multistructural	My description lists several relevant properties of light.
Unistructural	My description lists one relevant property of light. e.g. light travels in a straight line.
Prestructural	I need help to explain that light travels in a straight line

TE REO MĀORI

Possible contexts for kaupapa: Keeping whanau safe* on a journey is everyone’s work. / safe journeys:

Ta - Procedural writing: writing instructions for a variety of tasks and in a range of safe journey contexts

A-waha: giving instructions for someone to follow and complete a safe journey task or get to a destination

A-taringa: listen to instructions to complete a safe journey task or get to a given destination

Pānuī: read a variety of procedural texts around making a safe journey

Matakitaki: design visual text - signposts and instruction/warning posters/ collectors game cards/road or pavement markings for safe journeys - road safety, bicycle safety etc.

Ngā Putanga Ako Tauwhāiti – Whāinga Paetae Achievement Objective	Aromatawai: Intended Learning Outcomes
<p><i>Ka taea e te ākonga te:</i> Pānuī: tāutu i ngā ariā matua e puta ai i ngā tuhinga huhua.</p> <p>Tuhituhi: te toro ki ngū kupu, kīanga uua hei whakawhāiti kōrero kia tuhi i tētahi tuhinga tohutohu.</p> <p>Whakarongo: tāutu i ngā kupu mahi/tū mahi o te kōrero me ngā ariā matua</p> <p>Mātaki: te whakamahi i ngā pānuī ataata kia kohi kōrero</p>	<p>Pānuī: Ka taea e te tamaiti te tāutu me te tuhi i ngā ariā matua (main ideas) ka pānuitia ki ngā tuhinga huhua.</p> <p>Tuhituhi: Kua mōhio te ākonga ki te kohi kōrero, kātahi ia ka whakaritea aua kōrero ki tētahi tuhinga tohutohu.</p> <p>Whakarongo: Kua tau te tamaiti ki te whakarongo ki te kaikōrero; te tuhi i ngā ariā matua me te tāutu i ngā tū mahi o āna kōrero.</p> <p>Mātaki: Kua mārāma te tauira ki te mātaki i ngā momo pānuī ataata me te whai i ngā tohu(symbols), ngā tuhinga me ngā</p>

	whakamārama hei kohi kōrero.
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<p>Raupapa Mahi: Possible Learning Intentions and Learning Experiences: <i>Your school will have its own criteria for developing learning intentions. Emphasise the learning intentions that best match the abilities of your students.</i></p>
<p>LI: Define procedural/explanation writing. (What is?) [Unistructural]</p> <p>LE: What is 'procedural/explanation writing'. Discuss as a class and then get every student to record their own response. Paste exemplars onto a wall chart. Identify types of language used – verbs/tū mahi. Add relevant information to your class wall chart.</p>
<p>LI: Describe procedural/explanation writing.</p> <p>LE: Identify activities that may require written instructions. Make up a wall of examples of procedural writing from a range of sources. Explore and then list the surface features of procedural/explanation writing. Explore and then list the deeper features of procedural/explanation writing.</p>
<p>LI: Compare and contrast procedural/explanation writing.</p> <p>LE: Compare and contrast different examples of procedural/explanation writing. Find features in common. Include surface and deep features in your comparison. Compare and contrast different exemplars on TKI, stating the differences and the similarities. Use the similarities to identify the features of successful procedural/explanation writing. Use these to develop success criteria so students can self assess their own writing. Make a generalisation about the the attributes/features of procedural/explanation writing.</p>
<p>LI: Analyse procedural/explanation writing.</p> <p>LE: Look through school journals and other resources identifying other examples of procedural/explanation</p>

writing.

Identify who the audience might be for each piece of writing. Enlarge a procedural/explanation writing sample onto A4 paper and in groups identify the features of successful procedural/explanation writing identified previously. In addition highlight and discuss the surface and deeper features identified. Ask if any of these features were missing how might the nature of the written text change. Evaluate which features seem more important in a piece of procedural/explanation writing.

LI: Co-construct success criteria for procedural/explanation writing.

LE: Ask - has the writer been successful in communicating the message? How can we tell? Give groups of students a range of material (newspapers/magazines/library books etc), and get students to identify other examples of procedural/explanation writing. Write examples as a class, a group, in pairs, individually. Identify the features that make the writing effective. Co-construct these as success criteria with the students so they can assess their learning as they write their own procedural/explanation writing.

LI: Generalise about the message of procedural/explanation writing.

LE: Look at the form of the procedural/explanation writing samples - Make a generalisation about the message/s they convey.

LI: Evaluate a piece of procedural/explanation writing.

LE: Use the success criteria constructed previously to evaluate the effectiveness of a piece of procedural/explanation writing.

LI: Identify instructions for safe travel [Unistructural]

LE: Recall examples of written instructions for safe travel from the examples shared in class, personal experience and elsewhere. Collect examples to share with the class. Justify why these are instructions - procedural/explanation writing. Give examples to

back up your claim.

LI: Describe instructions for safe travel

[Multistructural]

LE: Choose an example of written instructions for safe travel. Identify and describe its features/attributes - note surface and deep features.

LI: Sequence instructions for safe travel [Relational]

LE: Cut up written instructions for safe travel. Mix up the pieces and ask students to organise the section in the correct order. Paste these onto large sheets of paper. Get students to justify the order by annotating the sequence.

LI: Evaluate instructions for safe travel [Extended Abstract]

LE: Use the success criteria constructed previously to evaluate the effectiveness of procedural/explanation writing containing instructions for safe travel.

LI: Create instructions for safe travel [Extended Abstract]

LE: Use the success criteria constructed previously to write your own instructions for safe travel for people you care about. Your instructions should be persuasive - and contain a strong message/catch phrase/ slogan.

Student Inquiry

Your Task:

Design the ultimate “How to Guide” for whānau who travel to events around the country. Your guide must take into account all areas of safety – wairua (spirit), tinana (body), hinengaro (mind). Your guide can be in any form – digital, booklet, poster, powerpoint, audio file, documentary etc.

Examples:

How to get from _____ to _____ in one piece.

How to keep whanau safe while travelling.

How to read road signs and symbols.

How to recognise danger on the road.

How to keep Nanny and Papa safe on journeys.

How to work together to keep safe when travelling.

How to prepare for the great New Zealand road trip.
How to travel safely to ten top sights in around a big event.
How to get safely to and from a big event.
How to get safely to and from the airport.
How to be a safe bicycle rider. Bikewise: <<http://www.bikewise.co.nz>>
How to be a safe pedestrian. YouTube: How to Cross Safely at a Junction<<http://nz.youtube.com/watch?v=ov0XvB-Cjwc>> Video on how to cross a road safely.
How to keep safe on a skateboard.
How to cross the railway tracks.
How to get off a bus.
How to be a safe passenger on a bus/train/plane.

Ngā Rauemi: Resources

Print:

- Te Manu Tuhituhi
- Te Marautanga o Aotearoa
- Te Pataka Kupu
- He Reo Tupu He Reo Ora
- Te Tautoko Journal Series/Teachers Notes
- Wharekura Journal Series/Teachers Notes
- Kohikohinga Journal Series/Teachers Notes
- Te Reo Whakatauki
- Te Reo Matatini Tau 1-4

Electronic:

- Ka Mau te Wehi - Multimedia resource, lesson plans
<http://www.tki.org.nz/r/language/lls/wehi/>
- Hoatu-Hōmai
<http://hoatuhomai.tki.org.nz/>
- Te Whanake Animations
<http://podcasts.tewhanake.maori.nz/index.cfm/1,102,304,42,html/Exercise-1%20>
- wickED - Kokona Māori
<http://www.wicked.org.nz/Kokona-Maori>
- Mātaiako
<http://tmoa.tki.org.nz/Mataiako>

<p>Assessment for Learning: Teacher/Peer/Self</p> <p>Teachers to highlight learning experiences above that will be used for assessment for learning throughout the unit. These can be recorded in portfolios/school management systems.</p> <p>Examples of self-assessment rubrics:</p> <p>Teachers to code in the first column the symbols that they use in the school for assessment. These could be against levels, MOE guidelines or internal criteria. The rubric can be written against the AOs or rewritten as success criteria for children depending on the preference of the school. Highlight the relevant phrases at each step.</p> <p>Example 1: Identify features (surface and deep) of procedural/explanation writing</p> <table border="1"> <tr> <td>Extended Abstract</td> <td>I can identify several relevant surface/deeper language features, can explain their purpose and can make generalisations about features of language in explanation writing. I can continually reflect on my work to improve my outcomes.</td> </tr> <tr> <td>Relational</td> <td>I can identify several relevant surface/deeper language features of procedural/explanation writing and can explain their purpose.</td> </tr> <tr> <td>Multistructural</td> <td>I can identify several relevant surface/deeper language features of procedural/explanation writing.</td> </tr> <tr> <td>Unistructural</td> <td>I can identify one relevant surface/deeper language feature of procedural/explanation writing.</td> </tr> <tr> <td>Prestructural</td> <td>I need teacher help to identify surface/deeper language features of procedural/explanation writing.</td> </tr> </table> <p>Example 2: Design instructions for others to follow to get from one place to another safely.</p> <table border="1"> <tr> <td>Extended abstract</td> <td> <p>I use several strategies to design instructions for others to follow to get from one place to another safely and I know when and why to use them.</p> <p>I can teach others to design instructions for others to follow to get from one place to another safely.</p> <p>I act as a role model for others to help them design instructions for others to follow to get from one place to another safely</p> <p>I seek feedback on how to improve how I can design instructions for others to follow to get from one place to another safely.</p> </td> </tr> </table>		Extended Abstract	I can identify several relevant surface/deeper language features, can explain their purpose and can make generalisations about features of language in explanation writing. I can continually reflect on my work to improve my outcomes.	Relational	I can identify several relevant surface/deeper language features of procedural/explanation writing and can explain their purpose.	Multistructural	I can identify several relevant surface/deeper language features of procedural/explanation writing.	Unistructural	I can identify one relevant surface/deeper language feature of procedural/explanation writing.	Prestructural	I need teacher help to identify surface/deeper language features of procedural/explanation writing.	Extended abstract	<p>I use several strategies to design instructions for others to follow to get from one place to another safely and I know when and why to use them.</p> <p>I can teach others to design instructions for others to follow to get from one place to another safely.</p> <p>I act as a role model for others to help them design instructions for others to follow to get from one place to another safely</p> <p>I seek feedback on how to improve how I can design instructions for others to follow to get from one place to another safely.</p>
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<p>Relational</p>	<p>I use several strategies to design instructions for others to follow to get from one place to another safely and I know when and why to use them. <i>(strategic or purposeful use of strategies – knows why and when).</i></p>
<p>Multistructural</p>	<p>I use several strategies to design instructions for others to follow to get from one place to another safely but I am not sure when and or why to use them. <i>(trial and error – aware of strategies but not sure why or when to use them so makes mistakes)</i></p>
<p>Unistructural</p>	<p>I can design instructions for others to follow to get from one place to another safely if I am prompted or directed.</p>
<p>Prestructural</p>	<p>I need help to design instructions for others to follow to get from one place to another safely</p>

TIKANGA-Ā-IWI

Possible contexts for kaupapa: Keeping whanau safe on a journey is everyone's work. / safe journeys:

Place and Environment (Te Wāhi me te Taiao)

Personalise the learning in this unit to reflect the students at your kura and in your community to: identify how and why places are used and considered important to different individuals and groups in our community in the past, present and the future.

Ngā Putanga Ako Tauwhāiti – Whāinga Paetae Achievement Objective	Aromatawai: Overall Intended Learning Outcomes
<p><i>Ka tāea e te ākongā te:</i> 1.1 Ka whakamārama i ngā āhuatanga tūturu me ngā āhuatanga ahurea o tētahi wāhi. 2.1 Ka whakaahua i te whakaawenga o ngā mahi a te tangata i te wāhi me te taiao, me te whakaawenga te wāhi me te taiao i ngā mahi a te tangata. 3.1 Ka whakaahua i ngā huarahi i pāhekoheko ai, i urutau ai te tangata ki te taiao i ngā wā o mua. 3.2 Ka whakamārama i ngā take me ngā huarahi e whakaatu ai te tangata i tōna hononga ki tētahi tino wāhi, ki tētahi tino taiao. 4.1 Ka whakamārama i ngā whakaatatanga o te wāhi i ngā pāhekohekotanga o te tangata ki te taiao i ngā</p>	<p>We are learning about how and why places are significant to different people.</p>

<p>wā o mua.</p> <p>4.2 Ka whakamārama i ngā whaiwāhitanga me ngā mātātaki o te torotoro mō te tangata, te wāhi me te taiao.</p> <p>5.1 Ka whakamārama i ngā take e neke haere ai te tangata ki wāhi kē, me ngā putanga iho o ēnei nekehanga ki te tangata me te wāhi.</p> <p>5.2 Ka whakamārama i te papātanga o ngā huarahi whakahaere rawa ki runga i te whāoomotanga o te taiao.</p>	
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Raupapa Mahi: Specific Learning Intentions and Possible Learning Experiences
<p>Level 1</p> <p>LI: Define ‘place’. LE: Define ‘place’. Photograph and draw the kura as an example of a place. Locate the kura on a local map of the area.</p> <p>LI: Identify a place (in your local area where events happen and people gather). LE: Explore a place in your local area where events happen and people gather. Identify all the different places you can get to in a half-hour walk from the place you identified. Photograph, video, sketch and draw a place where events happen and people gather.</p> <p>LI: Describe a place [in your local area where events happen and people gather]. LE: Describe one of these places in your local area where events happen and people in their community</p>

gather, e.g. a large shady tree, an outdoor playground, local marae, a skate park, the kohanga, the local water hole.

Create a map of these “half-hour places”. Mark each location on a Google Map with a photograph and a description of why it is worth visiting.

LI: Describe the significance of this place to [you/your whānau/ hapū/ iwi / local/national or global community].

As a class or in small groups, inquire into and describe:

- the significance of the events that happen in this place to you/your whānau, hapū/, iwi/ local/national/global community.
- how people get to and from the events that happen in this place where people gather

Interview people in your local community to find out:

- the significance of this gathering place to Māori and different groups
- how they travelled to and from the events held in this gathering place

Invite a local kaumātua and/ or a historian and/or whānau who are long-time residents to share stories about this identified local gathering place and how people travelled to and from this place. Capture their stories about travelling to these local gathering places. Invite a town planner and/ or a member of the local iwi and or hapū/ to share stories about the present of an identified local place and how they plan movement of people to and from this place.

LI: Compare the significance of this place to different people.

LE: Compare the significance of this local gathering place to different people, e.g. how important a local stadium is to young families, teenagers, the elderly, local iwi, tourists etc.

LI: Generalise about the significance of places to people.

Generalise about:

- the significance of gathering places to (i) Māori and (ii) another group of people

- how people travel to and from an event held in a gathering place

LI: Predict the significance of this place to people in the future.

LE: Predict the significance of this local place to people in the future.

Student Inquiry

Your Task: Create an online resource (or other), where you can share an identified gathering place (a natural or man-made feature) where events are hosted and safe travel options for getting to and from the event. Use digital images, video, drawings, local history, stories, interviews, links to articles in local media, latitude and longitude etc, to bring in information that captures the identified place and how people travel to and from it.

Level 2

* Select relevant experiences from Level 1 to orient the students to the learning in this unit.

LI: Identify a place (in your local area where events happen and people gather) that influences you/your whānau/ the local hapū/iwi/ people.

LE: Consider a place in your local community. Identify how it is important to you. Survey your whānau and local community to find out:

- how this gathering place influences others
- how they travel safely to and from this gathering place

LI: Describe a place (in your local area where events happen and people gather) that influences you/your whānau/ the local hapū/ iwi and other groups of people in the community.

LE: Use the findings of your survey to describe how a place in your local area is important to you/ your whānau/ the local hapū/ iwi and other groups of people in the community.

LI: Explain how an identified place (where events

happen and people gather) influences you and your life.

LI: Explain how an identified place (where events happen and people gather) influences others including your whanau, hapū/ and iwi and their lives.

LE: Explain how events held at an identified gathering place influence others and their lives.

Explain how events held at an identified gathering place influence the travel behaviour of others.

LI: Sequence the way that local hapū/ iwi and other individuals and groups have viewed and used a place (where events happen and people gather) over time.

LE: Sequence the way that people have:

- viewed and used this gathering place over time
- travelled to this gathering place over time

LI: Explain how hapū/iwi and other groups have influenced an identified place (where events happen and people gather) in the past.

LI: Explain how iwi and other individuals and groups influence an identified place (where events happen and people gather) in the present.

Collect stories from others in the local community about this gathering place and people's travel.

Explain how people:

- influence an identified gathering place in the present.
- travel to an identified gathering place in the present and past

LI: Generalise about the way hapū/iwi and other individuals and groups view and use places.

LE: Generalise about the way people view, use and travel to and from gathering places.

Level 3

* Select relevant experiences from Level 1 and or 2 to orient the students to the learning in this unit.

LI: Identify and describe a place where events happen and people gather that is useful to you/people.

Identify and describe (1) a place that holds events that are useful to you, your family, and your friends and (2) how you and your family and friends travel to and from this gathering place.

LI: Explain how this identified place where events happen and people gather is useful to you.

LI: Explain how this identified place where events happen and people gather is useful to whānau/ hapū/ iwi.

Explain:

- how this identified gathering place is useful to you
- how you, your friends and/or your family travel safely to this gathering place

LI: Compare and contrast how whānau/ hapū/ iwi and other groups view and use this place where events happen and people gather.

Survey your local community to find out:

- how this gathering place is useful to iwi and other groups in the community
- how others travel safely to and from events held at this place

LI: Sequence how whānau/ hapū/ iwi and different groups have used this place (where events happen and people gather) over time.

LI: Explain how this identified place (where events happen and people gather) was useful to whānau/ hapū/ iwi and others in the past.

LE: Collect stories about the usefulness of this gathering place and travel stories regarding this place from iwi and others in the local community.

Invite a kaumātua, local historian, long-time resident, and town planner to share stories about the ways people have used and travelled to and from an identified gathering place.

LI: Compare and contrast how whānau/ hapū/ iwi and different groups have viewed and used this place (where events happen and people gather) in the past

and the present.

LE: Explain how this identified gathering place is useful to others.

Compare and contrast how different people view, use and travel to and from this gathering place in the past and present day.

On a timeline, sequence how different people have used this gathering place over time, e.g. use over a 24 hour period.

On a timeline, sequence how different people have travelled to this gathering place over time, e.g. use over a 24 hour period/year/decade.

LI: Predict how whānau/ hapū/ iwi and different groups might view and use this place (where events happen and people gather) in the future.

Predict how whānau/ hapū/ iwi and other groups might view, use and travel to this gathering place in the future.

Level Four

* Select relevant experiences from previous levels to orient the students to the learning in this unit.

LI: Define 'exploration' and 'innovation'.

LE: Define 'exploration and innovation'. Brainstorm and record students' views.

LI: Identify and describe a place where events happen and people gather.

Identify a place in your local area where people gather and events are held.

LI: Describe the early explorers and developers of a place where people gather and events happen.

Invite a kaumātua, local historian, long-time resident, and or town planner to share stories about the ways people **discovered** and **developed** an identified local place as a place where people gather and events happen.

LI: Describe a place where people gather and events happen in terms of its use since discovery and development.

Describe this place in terms of its earliest discovery.

For example refer to this description of places of interest in Wellington City, [Now we're a tourist city: how Wellington buildings tell our story.](#)

<<http://wellington.scoop.co.nz/?p=356>> Blog post by Lindsay Shelton on walking past Wellington's buildings.

LI: Describe the people who have used a place where people gather and events happen since its development.

LE: Identify and describe early Māori explorers and other groups of explorers of this place. Describe other groups who have used this place since its development.

Identify/ list/ describe/ explain/ make generalisations about the knowledge, skills and attributes of early explorers. Identify/ list describe/ explain/ evaluate how their knowledge, skills and attributes contributed to their success (or failure) as explorers and or innovators.

LI: Sequence the changes in a place where people gather and events happen and the way people have used a place since its discovery.

Map the explorers' journey before and after they discovered an identified gathering place.

LI: Classify the different uses of a place where people gather and events happen since its discovery.

Hypothesise, then investigate the reasons explorers chose to use an identified gathering place for a particular purpose. (For example, the top of the hill overlooking the harbour, made an ideal place to establish a fortified pa as it would help villagers to detect the arrival of an enemy by sea). Inquire into and describe the development and use of this place by Māori and other groups of early explorers.

LI: Compare and contrast the different uses of a place where people gather and events happen in the past with the present.

LE: Describe signs of their exploration that can still be observed today (signs of former fortifications, rua or kumara pit). Explain and make a generalisation about what these signs tells us about how this place was viewed and used by a group of people. Draw an artists impression or create a model that illustrates how a group of people used this site in the past. Compare this with how the identified gathering place is viewed and used by different groups today.

See Whare Taonga series: Information the stories that describe places and how and why they are special to their different communities

<http://www.maoritelevision.com/tv/shows/whare-taonga/all-episodes?page=1>

Use a venn diagram to compare similarities and differences between how groups of people view and use this place.

LI: Explain how discovery and subsequent changes to a place where people gather and events happen have provided opportunities for people.

LI: Explain how discovery and subsequent changes to a place where people gather and events happen have provided challenges for people.

LE: List:

- the changes in/development of a gathering place since its discovery
- the changes in the way people have accessed and used a gathering place since its discovery
- the different ways people have travelled to and from a gathering place

Classify/ explain how these changes to the development of place where people gather can be considered an opportunity or challenge for people.

Sequence the changes

- in a gathering place and the way people have used a place since its discovery
- in the way people travel to and from a gathering place where events are held

Find early maps of your local area and map the changes to an identified gathering place since its discovery.

Classify the different modes of travel used by people

to get to and from a gathering place today.

LI: Compare and contrast the challenges and opportunities provided by the exploration and development of a place where people gather and events happen.

Compare and contrast:

- the different uses of a gathering place in the past with the present.
- the different **modes of travel** used to move to and from a gathering place that hosts events, in the past with the present.

Explain how discovery and subsequent changes to a gathering place have:

- provided (i) **opportunities** and (ii) **challenges** for people.
- provided (i) **travel opportunities** and (ii) **travel challenges** for people.

Compare and contrast:

- the challenges and opportunities provided by the exploration and development of a gathering place
- the challenges and opportunities **to travel** provided by the exploration and development of a gathering place

Identify/ list/ describe/ explain/ make generalisations about how challenges and opportunities provided by the exploration and development of a gathering place led people to innovation. Identify/ describe/ explain/ make generalisations about the impact of an innovation on (i) the development of a gathering place (ii) people (iii) how people viewed and used a place and (iv) how people travelled to and from a gathering place. (For example, Te Wai o Hua in Mangere made kohanga or nest from granite to draw the warmth of the sun to make it warm enough to grow kumara in a cooler environment).

LI: Predict the challenges and opportunities a place where people gather and events happen might provide for people, places and environments in the future.

LE: Predict the challenges and opportunities that further exploration of this gathering place might

provide for iwi and other groups, places and environments in the future.

Level 5

* Select relevant experiences from previous levels to orient the students to the learning in this unit.

LI: Define and describe:

- **place**
- **people**
- **'big event'**
- **a place associated with hosting a big event**

LE: Define and describe a 'big event' in our community. This could include a cultural event like Poukai, Wānanga Reo, Te Matatini or a sporting event like Te Houtaewa or Iron Māori.

Identify a place associated with hosting big events in New Zealand. This could include Turangawaewae which annually hosts the Koroneihana, Waitangi, Ratana Pa.

Describe the people who:

- move to this place to take part in a big event
- move away from this place during a big event
- move away from this place after a big event
- move to this place after a big event

Describe the people and services charged with helping people move safely to and from a place hosting a big event. E.g. Health and safety, traffic control, security and crowd management.

LI: Describe:

- **the spaces between places**
- **the different values, viewpoints, perspectives and beliefs people hold.**
- **the actions and decisions people take on the basis of the values, viewpoints, perspectives and beliefs held.**
- **movement between places.**

LE: Describe:

- a place associated with hosting big events in New Zealand

- how the space was created, viewed and managed by people
- the climate and landforms of the place.
- the political, cultural, social, historical and economic aspects of the place
- site access and site design
- the spaces that people move between to access a place associated with hosting a big event in New Zealand

Conduct interviews with people moving to and from a place hosting a big event.

Describe the different values, viewpoints, perspectives and beliefs people hold about a place hosting a big event.

Describe the actions and decisions of people moving to and from a place hosting a big event.

Identify:

- whose values and perspectives are stated and reported in the media
- whose values and perspectives are missing

Identify who can and can't respond and act when big event is hosted in a place.

LI: Sequence:

- **the movement of people between places**
- **changes to a place through time**

LE: Map the routes people take when moving to a place hosting a big event. Annotate the map with descriptors of the modes of transport used to move people to and from the place.

Describe and sequence the movement of people to and from a place hosting a big event. Include the different modes of transport and the distances travelled. Prepare a timeline for group of people travelling to a place hosting a big event.

Sequence changes to a place through time. Sequence the changes to a place hosting a big event from site development and preparation to site cleanup and or decommissioning.

LI: Classify:

- **people and places**
- **movement**
- **the different values, viewpoints,**

perspectives and beliefs people hold

LE: Classify:

- **people** moving to and from a place hosting a big event
- the **values, viewpoints and or perspectives** behind people's decisions to travel to a place hosting a big event – reported and unreported
- **places** hosting big events – stadiums
- **modes of transport** used when moving people to and from a place hosting a big event.

LI: Compare and contrast:

- people and places
- the movement of people between places
- the values, viewpoints, perspectives and beliefs people hold

LE: Compare and contrast:

- people travelling to and from a place hosting a big event
- people who travel from **overseas** with people who travel **locally**, people who **travel to** the place during a big event and people who choose to **leave a place** during a big event etc
- **movement of people** between places
- the **different modes of transport** used when travelling to and from a place hosting a big event
- a **place** hosting a big event - **before, during and after the big event**
- the **values, viewpoints and or perspectives** behind people's decisions to travel to a place hosting a big event

LI: Explain:

- **the causes for people's actions in moving between places**
- **the consequences of people moving between places**
- **what has shaped the different values, viewpoints, perspectives and beliefs people hold**

- **how people’s values, perspectives, viewpoints and beliefs influence people’s decisions and actions**
- **the consequences of these actions**

LE: Explain:

- the **values, viewpoints and or perspectives** behind people’s decisions to travel to a place hosting a big event
- **how** these different values, viewpoints and or perspectives about a place hosting a big event are in **agreement and in conflict**
- the **consequences** of people’s actions and decisions in moving to and from a place hosting a big event
- what has **shaped** the different values, viewpoints, perspectives and beliefs people hold about a place hosting a big event

Analyse:

- **place**
- **the movement of people between places**
- **the values, viewpoints, perspectives and beliefs people hold**

LE: Analyse:

- **place**
- **movement of people** between places
- **the values, viewpoints and or perspectives** behind people’s decisions to travel to a place hosting a big event – reported and unreported

LI: Generalise about the movement of people between places.

LE: Generalise about the actions and decisions of people moving to or away from a big event.

LI: Evaluate the consequences of the movement of people between places.

LE: Identify/ list/ describe classify the consequences of the movement of people between places.

Evaluate the consequences of hosting a big event in a place.



Student Inquiry

Level 1

Student Inquiry

Your Task: Imagine that you are an explorer who has just discovered this gathering place. Create an exploration report, profiling your discovery and the opportunities and challenges it provides, that you can upload to an online. Include recommendations for future use of the place.

Refer to:

BBC: The Seven Man-Made Wonders of the North

West. <http://www.bbc.co.uk/manchester/content/articles/2005/09/09/seven_man_made_wonders_feature.shtml> BBC report on the top seven man-made wonders of North West England.

Level 2

Student Inquiry

Your Task: Create an online resource (or other) where you can share “**stories about the influence of a gathering place on people and the ways they travel to and from this place**” and encourage others to add comments, responses and stories of their own. [Blog, wiki, web page]

To support students with how to write a blog:

<http://www.ptengland.school.nz/index.php?mid=6>

Level 3

Student Inquiry

Your Task: Create an online resource (or other), where you can share an identified gathering place (a natural or man-made feature) where events are hosted and safe travel options for getting to and from the event.

Use digital images, video, drawings, local history, stories, interviews, links to articles in local media, latitude and longitude etc, to bring in information that captures the identified place and how people travel to and from it.

Level 4

Student Inquiry

Your Task:

Imagine that you are an explorer who has just discovered this gathering place. Create an exploration report, profiling your discovery and the opportunities and challenges it provides, that you can upload to an online “places where we can gather” exploration database. Include recommendations for future use of the place. For example, refer to the school stories on Living Heritage <<http://www.livingheritage.org.nz/>> An online space where New Zealand schools can publish their stories about people and places.

Level 5

Student Inquiry

Your Task:

Create a resource that helps an identified group of people understand why they feel empowered or powerless when taking actions and making decisions about safe travel to and from a place hosting a big event.

Ngā Rauemi: Resources

Print:

Takaparawhau nā Tui Hawke-Tohiariki

Waipā nā Paul Meredith

Kāwhia Moana nā Gareth Seymour

Electronic:

Travel to a big event: Haiti prepares for 12 000 mourners

<http://www.stuff.co.nz/waikato-times/news/8626851/Food-flying-of-shelves-as-thousands-gather-for-Horomias-tangi>

<http://www.gisborneherald.co.nz/article/?id=32264>

http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=10880774

Learn about how local iwi, Te Wai o Hua viewed and used Mangere Mountain and its surrounds.

<http://www.mangeremountain.co.nz/mangere10/history/>

Excerpts about Maori navigators:

Kupe

<http://www.teara.govt.nz/en/first-peoples-in-maori-tradition/page-6>

The history of Te Arawa and their links to the Bay of Plenty region

<http://www.teara.govt.nz/en/te-arawa>

Assessment for Learning: Teacher/Peer/Self

Teachers to highlight learning experiences above that will be used for assessment for learning throughout the unit. These can be recorded in portfolios/school management systems.

Example self-assessment rubric:

Teachers to code in the first column the symbols that they use in the school for assessment.

These could be against levels, MOE guidelines or internal criteria. The rubric can be written against the AOs or rewritten as success criteria for children depending on the preference of the school.

Highlight the relevant phrases at each step. This is an example of one dimension only.

Example: Compare and contrast the way people travelled to a BIG event in the past with the way they travel in the present

Extended Abstract	I can make a generalisation about the way people travelled to BIG Events in the past and the present and from this predict how they might travel in the future.
Relational	I can list several relevant similarities and differences between how people travel to a BIG Event in the past with how they travel to a BIG Event in the present and explain why they are similarities or differences.
Multistructural	I can list several relevant similarities and differences between how people travel to a BIG Event in the past with how they travel to a BIG Event in the present.
Unistructural	I can list one relevant similarity or difference between how people travel to a BIG Event in the past with how they travel to a BIG Event in the present.
Prestructural	I need help to compare and contrast how people travelled to a BIG Event in the past with how they travel in the present.