



# A learning from home pack

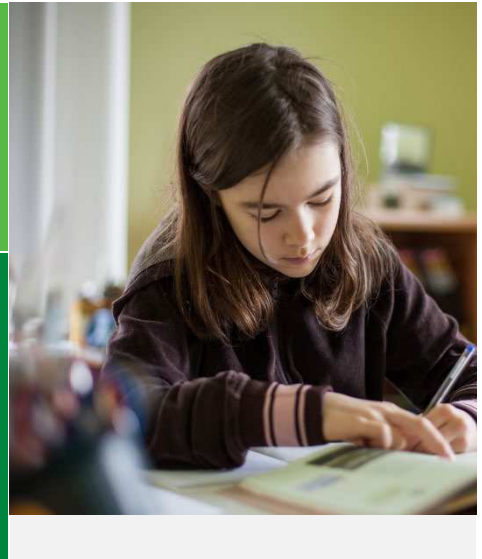
for learners in years 9-10

## Creativity – How do we express ourselves? Animals and Us

“Creativity is  
intelligence  
having fun.”  
~Albert Einstein

I orea te  
tuatara ka  
patu ki waho

A problem is  
solved by  
continuing to  
find solutions



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# Instructions and purpose

## Purpose

As we start the 2022 school year, we know there will be additional challenges for our schools, our learners and their whānau. The purpose of these learning from home packs is to support you as you prepare to provide continuous learning for all ākonga when regular classroom teaching and learning is unable to take place.

## Flexibility

The packs are designed to be used flexibly when:

- learners need to isolate at home
- health and safety requirements, such as social distancing, mean your school might not be able to have all students on site – hybrid learning may start.
- your school might close, and ākonga need to learn from home.

## Hybrid learning

Hybrid teaching and learning describes when schools and kura are simultaneously teaching some ākonga face-to-face on site and supporting others to through distance-learning options. You may also be teaching ākonga who are not normally in your class. For the majority of us, hybrid learning is a relatively new experience.

## Realities

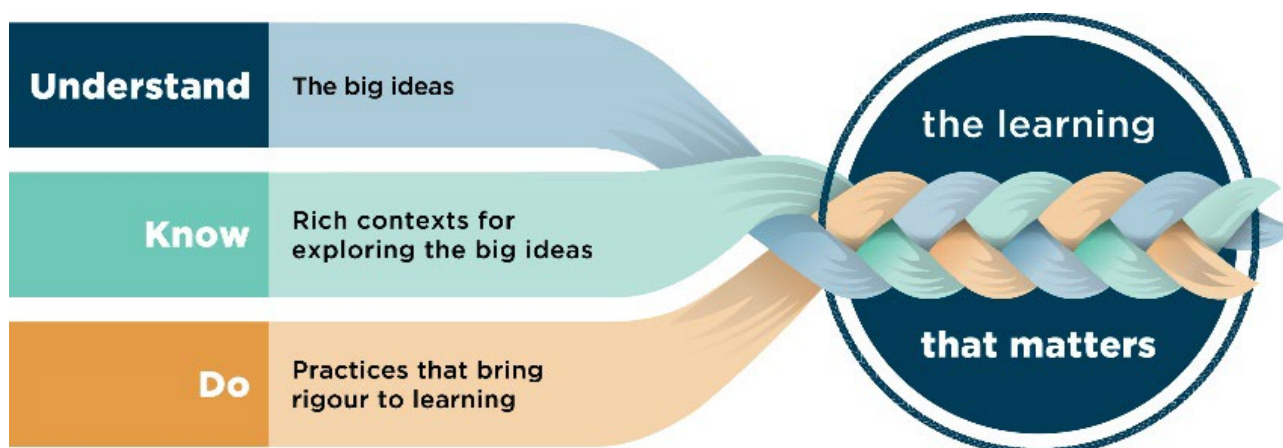
You know your learners and their contexts the best.

Some learners will have siblings at home, they may also have members of their whānau at home all sharing the same space and devices. Some may have access to the internet and devices, and others may not. Learners will also have different levels of adult support.

The activities in this pack are designed for learners to be self managing, using materials that are available in most homes. There are also options for you to extend the learning experience using other digital resources as appropriate.

## Layout of the resource

Each pack contains two weeks worth of continuous learning aligned to the Understand, Know, and Do framework of the refreshed curriculum (see below).



The big idea (Understand) for this pack is creativity – how do we express ourselves?

Week one looks at this idea through the context (Know) of language and culture, week two looks at the big idea through the context of how things change over time.

Each day contains a series of learning activities (Do) and you can use these as stand alone days of work or as a week of learning.

### Notes for parents and whānau

The following pack includes a series of engaging learning activities for ākonga that can be used at school or at home. All the learning activities are framed around the big idea of “Creativity: How we express ourselves?”. If your child is learning from home help them set up a space for learning. Ideally, they would have a table or desk space and some essential learning materials that may include a pen, pencils, paper, a notebook, colouring pencils, glue, scissors, and a device. Some of these items might be able to be borrowed from your school. We recommend that you help your child plan their day to factor in when they learn best and include your availability to assist them.

### Making important connections through the learning

Look for these icons to weave the following elements throughout the learning activities.

#### Bicultural framing



Opportunities for learners to improve and expand their tikanga, te reo Māori and te ao Māori.

#### Culturally responsive practice



Opportunities to draw on and make links to your learners' language, cultural frameworks, lived experiences, and worldviews.

#### Social and emotional learning



Opportunities to enhance your learners' capacity to integrate skills, attitudes, and behaviours so they can deal effectively with daily tasks and challenges

#### Inclusion



Opportunities to connect every learner to the learning experience by reducing barriers.

#### Assessment for learning



Opportunities for learners to plan and manage the next steps in their learning

These learning activities follow an inquiry learning approach.



Curriculum information	
<b>Learning objectives</b>	Learners will: <ul style="list-style-type: none"> <li>show an understanding of new ideas and concepts using a variety of texts and media</li> <li>show an understanding of how the natural world can be used to model mathematical, societal, scientific and literacy concepts</li> <li>build on prior knowledge and experiences, to share and examine own and others knowledge.</li> </ul>
<b>Understand</b> (The big idea)	The learning activities in this pack explore the big idea of creativity: <ul style="list-style-type: none"> <li>How do we express ourselves?</li> </ul>
<b>Know</b> (Rich contexts for exploring the big idea)	This big idea will be explored through two rich contexts: <ul style="list-style-type: none"> <li>language and culture – in both humans and other animals</li> <li>how things change – trends.</li> </ul>
<b>Do</b> (Practices that bring rigour to learning)	During these learning activities students will: <ul style="list-style-type: none"> <li>compare and contrast similarities and differences between animal and human communication and expression</li> <li>investigate cultural aspects of communication and expression</li> <li>make connections between nature and us as humans</li> <li>express themselves creatively through art and dance</li> </ul>

## Overview of the learning in this pack

Day 1	Day 2	Day 3	Day 4	Day 5
We are learning about the similarities and differences in the way humans and other animals express themselves.	We are learning how animals and humans communicate, use language to express themselves, and to show emotion.	We are learning how dance can be used to express emotion.	We are learning how patterning can be used by animals to communicate a message.  We are learning about the cultural aspects of tattooing.	We are learning how to be creative and mindful through art.

### Teacher / whānau note

Each day the learner will spend the first hour setting themselves up for the day. This could include checking in with the teacher and their classmates, singing waiata, and exploring the inquiry topic.

As part of the start of the day and setting up the learning environment, help your learner look through the four or five activities that are going to be done during the day and let them choose the order they would like to do them in.

The “Big Idea” for this learning pack is **Creativity: How we express ourselves?**

In this unit we will look at how we as humans, as well as other animals, express emotions, culture and where we come from (whakapapa) and connectedness.

It would be easy to think we were the only animals that found ways to express ourselves. However, when we look around the animal kingdom this is most definitely not the case. This unit looks at the many ways different animals, including humans, express themselves through language, dance, art, traditions and other means.

Some of the tasks are independent hands-on tasks while some involve connecting with others to share your learning, and there are times we dig a little deeper into the topic.

## Possible daily timetable

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

### Learner instructions

This is a possible timetable – copy this into your notebook.

At the beginning of each day make a new timetable choosing the order and the timing of the activities you have chosen to do.

Time	Activity
9:00 am	Starting the day
9:30 am	Getting started with today's learning
10:00 am	Break
10:30 am	Activity 1:
11:00 am	Activity 2:
11:30 am	Activity 3:
12:00 noon	Lunch time
1:00 pm	Activity 4:
1:30 pm	Reflection time
2:00 pm	End of the school day

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# Day 1: Starting the day

## Notes for whānau

Beginning and ending the day the same way helps to create a structure for your child. Your school may have their own way of doing this, for example starting the day together as a class in an online meeting via Zoom. In this pack we provide a karakia and a waiata to launch each day of learning.

Saying the karakia and singing the waiata with your child/learner a few times will help them be able to do this independently tomorrow and beyond.

Consider doing the wellbeing self-check with your child.

Help your child complete the daily timetable by looking at today's activities and choosing the order.

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

Help your child choose an appropriate quiet time activity.

In this activity you are learning to:

PREPARE my day of learning.

PRACTICE our karakia/waiata

DO a wellbeing self-check

PLAN out my day with the timetable

CHECK IN with your teacher (as/if directed by the school)

CHOOSE a quiet time activity:

## What do I need?

Karakia

([https://www.youtube.com/watch?v=3em\\_pulEiT0](https://www.youtube.com/watch?v=3em_pulEiT0))

Waiata

(<https://www.youtube.com/watch?v=uefJdSCkzPo>)

Wellbeing check

Daily timetable

Select a quiet time activity e.g.,  
mindfulness/reading/drawing

Paper and pen/pencil

Today our inquiry focus is – getting started which includes:

- engaging in provocations
- introducing the big idea
- activating prior knowledge
- sharing wonderings and/or generating questions.



## Karakia and waiata



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

Kia hora te marino  
Kia whakapapa pounamu te moana  
Hei huarahi mā tātou ite rangi nei  
Aroha atu, aroha mai  
Tātou i a tātou katoa

May peace be widespread  
May the sea be like greenstone  
A pathway for us all this day  
Give love, receive love  
Let us show respect for each other

Waiata (<https://www.youtube.com/watch?v=uefJdSCkzPo>)

Te aroha  
Te whakapono  
Me te rangimarie  
Tatou tatou e

Love  
Faith  
and Peace  
Be amongst us all

Learn Te Aroha in New Zealand Sign Language:

[https://www.youtube.com/watch?v=Ni\\_MhQQZdiMw](https://www.youtube.com/watch?v=Ni_MhQQZdiMw)

## Social and emotional wellbeing – Check in



If you have access to a device, check out SPARX, an interactive game-world designed to help young people who are feeling down

<https://www.sparx.org.nz/home>

Make a list of all the things that might make you worry.

Write two strategies that you use to overcome worry.

Things that make me worry	Two things I can do to manage my worry when I feel this way

# Activity 1 – Inquiry – the big idea

## Notes for whānau

It would be easy to think we were the only animals that found ways to express ourselves. However, when we look around the animal kingdom this is most definitely not the case.

This learning pack will look at the many ways different animals, including humans, express themselves through language, dance, tattoos, and other means.

Each of the activities in this unit is designed to explore, investigate, make meaning, and create as we move along the unit. Some of the tasks may be independent hands-on tasks while some may involve connecting with others to share your learning.

In this activity we are learning to:  
**MAKE** connections to our prior knowledge

### What do I need?

30 minutes

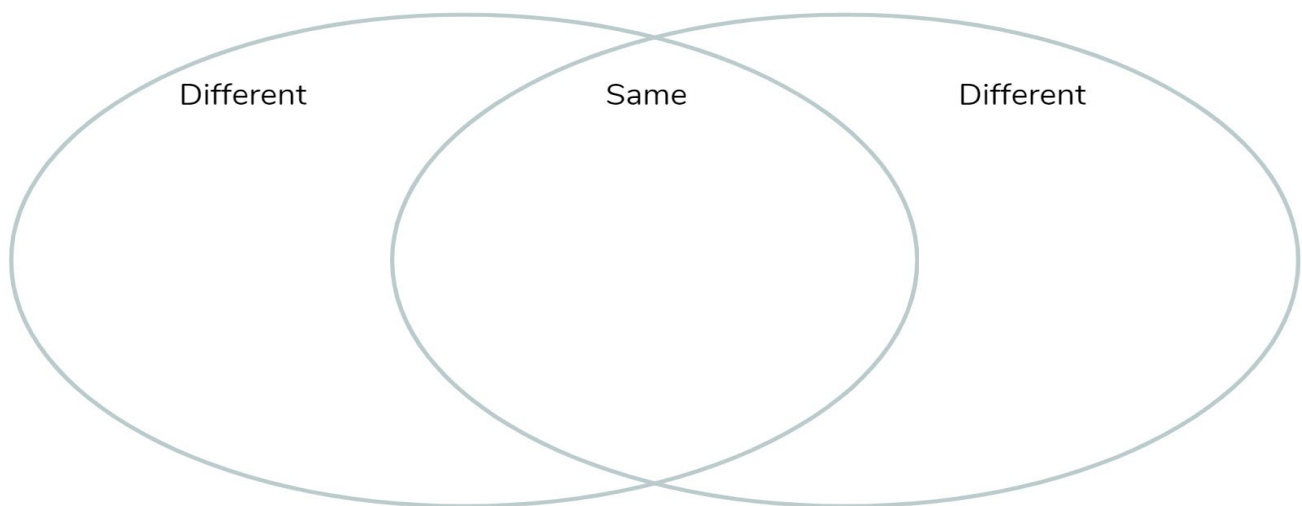
Venn diagram

Something to write with



Using a Venn diagram to list your ideas by brainstorming the similarities and differences about how animals and humans express themselves.

What conclusion can you draw from your list? Write this in a statement below your diagram.



### My conclusions

## Activity 2 – Let's get physical with animal Yoga

### Notes for whānau

It is important your child includes a fitness activity in their plan for each day. Encourage them to take regular breaks and if possible, do the fitness activity with your child or have them complete it with their siblings where appropriate.



In this activity we are learning to:

MOVE our bodies and PRACTICE mindfulness by doing animal yoga poses.

### What do I need?

30 minutes

A quiet space

Yoga pose table

Use this guided yoga practice in your class to practise being in different animal yoga poses. These poses can be beneficial for mindfulness and help bring on a feeling of calm as well as reducing anxiety.

It also turns out that yoga can be helpful in tapping into our creativity fostering creative energy. Research also states that regularly practising yoga can have a positive impact on how we communicate with each other!

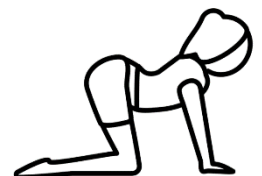
Have a go at the poses below and see if you can incorporate them regularly into your day.

### Cat/cow breathing

Start on your hands and knees on your mat. Take a deep breath and drop your belly to the floor and look up to the sky, this is the cow pose.

Now breathe out, tuck your chin towards your chest and arch your back up to the sky like an angry cat.

Repeat your cat/cow breathing counting to 4 as you breathe in (cow) and counting to 4 as you breathe out (cat)



### Eagle pose

Start by standing tall. Lift your arms over your head and swing your left arm under your right crossing at the elbows and try to clasp your hands.

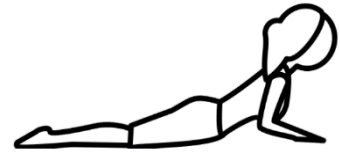
Now bend your knees and bring your left leg over your right leg and twist it around like a rope. Try to get your toes tucked behind your calf muscle. See if you can hold the pose while you slowly breathe in for four counts and out for four counts.

Swap to the other side – swing your right arm under your left arm, and your right leg over your left leg. Breathe in for four counts and out for four counts.



## Upward facing dog

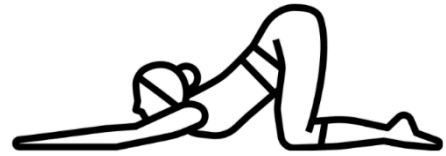
Lay face down on your mat. Bring your arms under your shoulders so that your fingers are in line with your shoulders. Take a deep breath and lift your chest off the ground without pushing too much into your hands. You are using your back muscles not your arms.



Hold the pose for a count of four and then lay back down. Repeat the pose four times slowly, breathing in for a count of four as you lift, and breathing out for a count of four as you lay back down.

## Puppy pose

We are going to open our heart space just like a playful puppy. Start on your hands and knees (like cat/cow). Walk your hands forwards. Keep your hips high but let your chest and your heart melt towards the ground. Lower your forehead to the ground and let your neck relax. Take four slow breaths here, focusing on feeling the stretch in your arms and back.



# Day 1: Activity 3 – Reading

## Notes for whānau

This task is designed to encourage your child to develop their skills in being able to analyse text for facts and information, as well as being able to justify their position. There may be a few new and unfamiliar words that your child may come across in the text. Encourage your child to make note of these words in their glossary, find the meaning and then reread the text with their new understanding of the word. This will help them to analyse the text more effectively.

In this activity we are learning to:

IDENTIFY ways primates and humans are similar in their artistic ability.

### What do I need?

<https://www.dogonews.com/2021/12/20/orangutans-have-distinct-artistic-styles-too>

Dictionary (or online [www.dictionary.com](http://www.dictionary.com))

Paper, workbook or Word Document to record your glossary, thinking and the answers to the questions

Something to write with

READ [DOGO news | Artistic orangutans](https://www.dogonews.com/2021/12/20/orangutans-have-distinct-artistic-styles-too).

WRITE down any words that you do not know the meaning of in a GLOSSARY

USE a dictionary, or similar, to find the meaning of these words

RE-READ the article again, thinking about the meaning of the new words and how this helps you understand the sentence.

CHOOSE one of the tasks below and write your response after reading through the article. (These questions are based on blooms taxonomy).

- LIST 3 ideas/findings presented in this article
- WRITE the similarities between how orangutans and humans draw. Can you identify any differences?
- THINK about what you already knew about orangutans. What new information did you find out about orangutans?
- EXTEND: The last sentence states, *“They [researchers] hope that the orangutan drawings which resemble those of young children – may provide clues into the evolution of human art.”* Think of a way this could be further studied or researched. Write a brief statement of a research plan.
- PERSUADE: After reading this article do you agree/disagree with the title *Orangutans have artistic style too?* Write a statement explaining why/why not.

## Activity 4 – Maths with statistics

### Notes for whānau

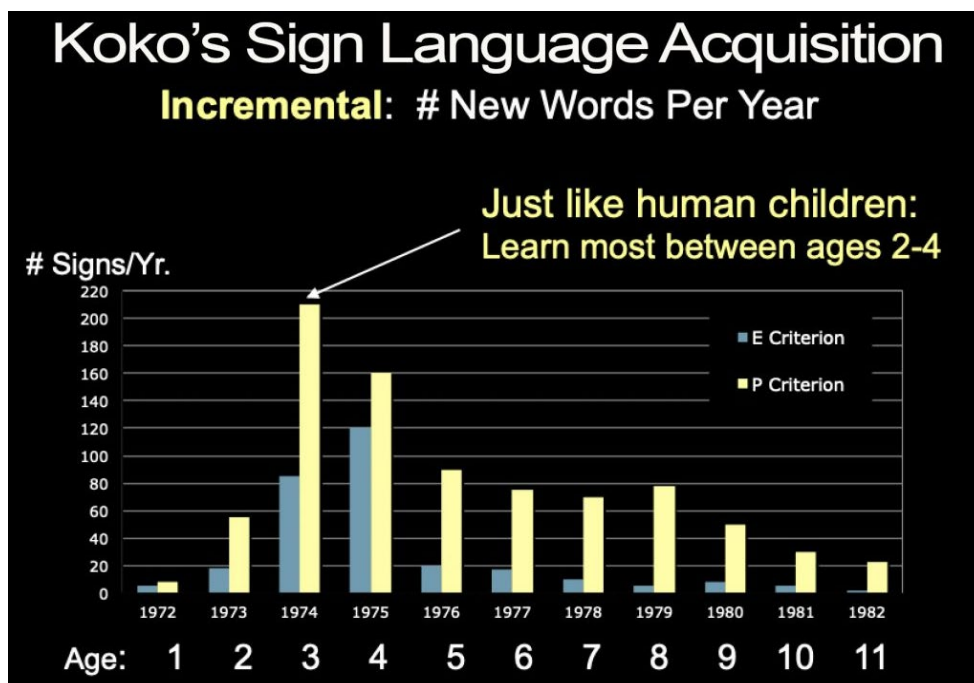
This task encourages your child to develop their skills in analysing text for facts and information, as well as interpreting graphs. There may be a few new and unfamiliar words that your child may come across in the text. Encourage your child to make note of these words in their glossary, find the meaning and then reread the text with their new understanding of the word. This will help them to engage with the task more effectively.

In this activity we are learning to:

ANALYSE graphs for specific information and draw conclusions based on the information provided.

### What do I need?

Paper, workbook or word doc to record your thinking and the answers to the questions



Graph obtained from <https://www.koko.org/communication/>

- Describe in your own words what you think this graph is showing.
- What year did Koko learn the most new words? How many?
- What year did Koko learn the least new words? How many?
- The title of this graph is *Koko's Sign Language Acquisition*. The term “acquisition” means to “learn or develop a new skill”. Based on this definition and using the graph above, what conclusion can you make about Koko's sign language acquisition over time?
- What do you think this statement means?

What conclusion can we make from this statement about the language development of Koko?

**Just like human children:  
Learn most between ages 2-4**

# Day 1: Reflection

## Notes for whānau

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

In this activity we are learning to:

REFLECT on our learning today.

### What do I need?

A notebook or word doc that you can use each day for your reflection activity, we will call this your reflective journal. Copy the questions and record your answers.

Materials for your quiet time activity.

Wordsearch template on the following page.

Take some time to think about how you are feeling and after today's learning activities. Reflect on the following prompts in your reflective journal:

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

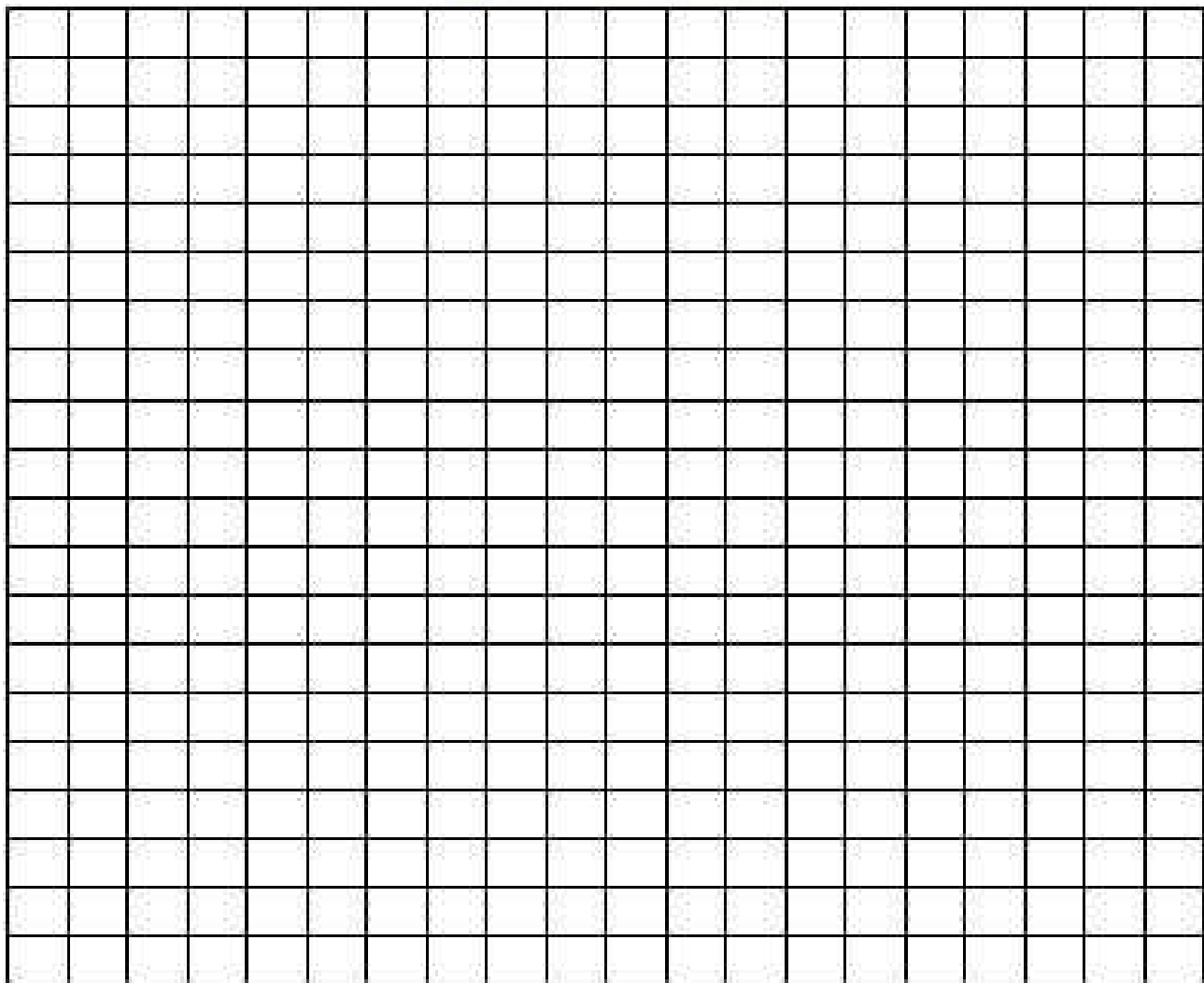
## Extra activity

CREATE: Use 10 new or unique words from today's activities to create a wordsearch for a friend or family member. Remember to try and make it challenging but not too hard.

- USE the blank wordsearch template.
- USE UPPERCASE letters in the puzzle area and keep your lettering consistent.
- ASSIGN a catchy title to your wordsearch.
- USE forward, backward and diagonal methods to hide your words.
- CHECK your spelling to make sure your puzzle is accurate.

Wordsearch template

WORD SEARCH



Words To Find:

<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>



## Day 2: Starting the day

### Notes for whānau

Saying the karakia and singing the waiata with your child/learner a few times will help them be able to do this independently tomorrow and beyond.

Consider doing the wellbeing self-check with your child.

Help your child complete the daily timetable by looking at today's activities and choosing the order.

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

Help your child choose an appropriate quiet time activity.

In this activity you are learning to:

PREPARE my day of learning.

PRACTICE our karakia/waiata

DO a wellbeing self-check

PLAN out my day with the timetable

CHECK IN with your teacher

CHOOSE a quiet time activity:

### What do I need?

Karakia

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

Waiata

<https://www.youtube.com/watch?v=uefJdSCkzPo>

Wellbeing check

Daily timetable

Select a quiet time activity e.g.,  
mindfulness/reading/drawing

Paper and pen/pencil

Note that today our Inquiry focus is – 'getting started' which includes engaging in provocations, introducing the big idea, activating prior knowledge, sharing wonderings and/or generating questions

**Karakia** ([https://www.youtube.com/watch?v=3em\\_pulEjT0](https://www.youtube.com/watch?v=3em_pulEjT0))

Kia hora te marino

Kia whakapapa pounamu te moana

Hei huarahi mā tātou ite te rangi nei

Aroha atu, aroha mai

Tātou i a tātou katoa

May peace be widespread

May the sea be like greenstone

A pathway for us all this day

Give love, receive love

Let us show respect for each other

**Waiata** (<https://www.youtube.com/watch?v=uefJdSCkzPo>)

Te aroha

Te whakapono

Me te rangimarie

Tatou tatou e

Love

Faith

and Peace

Be amongst us all

Learn Te Aroha in New Zealand Sign Language:

[https://www.youtube.com/watch?v=Ni\\_MhQZdiMw](https://www.youtube.com/watch?v=Ni_MhQZdiMw)

## Activity 1 – Reading

### Notes for whānau

This activity is designed to engage your child with the text and enable them to think critically about the reading. You may want to ask your child to give reasons for their choices and thoughts about the text to assist them with their critical thought processes.

In this activity we are learning to:

IDENTIFY positives and negatives of a new technology.

### What do I need?

30 minutes

<http://smart-earpiece-translates-foreign-languages-in-real-time/>

PMI table

Something to write with

Read this article [Smart earpiece translates foreign language in real time.](http://smart-earpiece-translates-foreign-languages-in-real-time/)

Fill in the PMI (Plus/Minus/Interesting) table after reading this article. Filling in this table will enable you to think of the plus side, minus side, and interesting points about this new invention.

<u>Plus</u>	<u>Minus</u>	<u>Interesting</u>

Write a conclusion at the bottom of your table about whether you think this invention is a positive one or not for humankind.

## Activity 2 – Literacy in Maths

### Notes for whānau

This activity is designed to help your child become familiar with common geometrical words. This will help them understand that subjects, such as maths use their own unique language to express meaning and communicate.

In this activity we are learning to:

RECOGNISE and DEFINE mathematical words that are common in geometry.

### What do I need?

Access to a dictionary or similar.

The table below, make a table in your notebook or use a word doc.

### The language of maths

Maths is a subject which uses its own language and vocabulary to express meaning. Below are some common geometrical, mathematical words. Write the meaning of each term in the first column then give an example (this could be a drawing) to show it in practice.

WORD	DEFINITION	EXAMPLE
equation		
axis		
congruent		
adjacent		
apex		
midpoint		
intersect		
perpendicular		
parallel		
equidistant		
diagonal		
right angle		

## Activity 3 – Writing

### Notes for whānau

This activity is designed to enable your child to explore the ways in which animals communicate. It also gives them to get outside and take a walk around to identify animal sounds, this could be a good opportunity for whanau/siblings to join in.

In this activity we are learning to:

IDENTIFY the different sounds animals use to communicate in nature and the possible reasons why.

RECORD our findings accurately in a table.

### What do I need?

Device/internet access

[https://www.youtube.com/watch?v=1FY5kL\\_zXU](https://www.youtube.com/watch?v=1FY5kL_zXU)

Paper, workbook or word doc to record new glossary words, your thinking and responses to the questions

Something to write with

If you have access to a device/internet, watch [Do animals have language? - Michele Bishop](#). This can be viewed on a smartphone.

- As you watch, add any words you don't know the meaning of to your GLOSSARY. Use a dictionary or other means to find out what the words mean.
- Re watch the clip and see if you have more understanding of the content.

### Comprehension questions

After watching the clip answer the following questions:

- What are the four specific properties associated with language?
- How do honeybees communicate with each other and why?
- How do Prairie dogs communicate with each other and why?

Go for a walk around your neighbourhood and listen for all the different animal sounds you can hear birds, dogs, cats, cicada's. When you return discuss with a family member what you heard. Think about the following:

- Did it seem like the animals were communicating with other animals of same/different species?
- Did the sounds appear like they were warning sounds, inviting, territorial, aggressive, stressed, or frightened?
- Use your findings to complete the table on the next page. You can do some extra research if needed to help you fill in the table.

## Animal Communication

Animal	Sound or action (Describe the sounds)	Purpose (What are they communicating and with who?)

## Activity 4 – Social & Emotional Learning

### Notes for whānau

This task is designed to encourage your child to think about the different ways animals express or communicate their emotions and compare these with ways in which they themselves individually express emotions.

In this activity we are learning to:

COMPARE and CONTRAST how humans and other animals' express emotions by using specific examples.

### What do I need?

Something to write with

As humans, we find many ways to express our emotions. Our faces, our gestures, and even our voices are ways to show our emotions. Fill in the following chart comparing how different animals' express emotions to ways in which you express yourself.

Animal – emotion	Info	You
<b>Skunk – scared</b>	What do you do when you're scared? Do you know how skunks communicate when they're scared – they spray! Skunks have glands that store the spray. They release it when they feel scared to fend off predators.	When I'm scared I....
<b>Wolf – Happy</b>	How do you show you're happy? Wolves express happiness in many ways, the most common being wagging their tails. They also communicate with howls, yips, and barks to share their happiness with their pack.	When I am happy I....
<b>Whale – Love</b>	How do you show someone you love them? Some whales express love for others by gently touching fins and swimming together!	When I love someone I.....
<b>Tiger – depressed</b>		
<b>Cat – angry</b>		
<b>Dog – sad</b>		

**What are some other animal emotions that you recognize? Do you have some ideas on how certain animals might express themselves? Write it down below!**

## Day 2: Reflection

### Notes for whānau

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

In this activity we are learning to:

REFLECT on our learning today.

#### What do I need?

30 minutes

A notebook or word doc that you can use each day for your reflection activity, we will call this your reflective journal. Copy the questions and record your answers.

Materials for your quiet time activity.



**WRITE:** Take some time to think about how you are feeling and after today's learning activities. Reflect on the following prompts and record your thinking:

What did you enjoy most about today?

What is one thing you feel you learnt today?

What is one strategy that helped you with your learning?

What did you find challenging or distracting? (Maybe you ran out of time for some activities or maybe you finished them quite quickly and felt a little bored)

Is there anything you need extra help with? Who can you ask to help you with that?

Is there anything you need to catch up on tomorrow?



If you have time left – choose a quiet activity and/or do some belly breathing, here's how:

Belly breathing is easy to do and very relaxing. ... Put one hand on your belly just below your ribs and the other hand on your chest. Take a deep breath in through your nose, and let your belly push your hand out. Your chest should not move. Breathe out through pursed lips as if you were whistling. Repeat this 10 times.



## Day 3: Starting the day

### Notes for whānau

Saying the karakia and singing the waiata with your child/learner a few times will help them be able to do this independently tomorrow and beyond.

Consider doing the wellbeing self-check with your child. Help your child complete the daily timetable by looking at today's activities and choosing the order. Remind your child of when and how to check in with the teacher/you. Lastly, help your child choose an appropriate quiet time activity.

In this activity you are learning to:

PREPARE my day of learning.

PRACTICE our karakia/waiata

DO a wellbeing self-check

PLAN out my day with the timetable

CHECK IN with your teacher

CHOOSE a quiet time activity:

### What do I need?

Karakia

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

Waiata

<https://www.youtube.com/watch?v=uefJdSCkzPo>

Wellbeing check

Daily timetable

Select a quiet time activity e.g.,  
mindfulness/reading/drawing

Paper and pen/pencil

Note that today our Inquiry focus is – getting started which includes:

- engaging in provocations
- introducing the big idea
- activating prior knowledge
- sharing wonderings and/or generating questions.

**Karakia** ([https://www.youtube.com/watch?v=3em\\_pulEjT0](https://www.youtube.com/watch?v=3em_pulEjT0))

Kia hora te marino

Kia whakapapa pounamu te moana

Hei huarahi mā tātou ite rangi nei

Aroha atu, aroha mai

Tātou i a tātou katoa

May peace be widespread

May the sea be like greenstone

A pathway for us all this day

Give love, receive love

Let us show respect for each other

**Waiata** (<https://www.youtube.com/watch?v=uefJdSCkzPo>)

Te aroha

Te whakapono

Me te rangimarie

Tatou tatou e

Love

Faith

and Peace

Be amongst us all

Learn Te Aroha in New Zealand Sign Language:

[https://www.youtube.com/watch?v=Ni\\_MhQZdiMw](https://www.youtube.com/watch?v=Ni_MhQZdiMw)

# Activity 1 – Drama – act it out!

## Notes for whānau

This is a bit of fun – that whānau can get involved with too, based on the classic game of charades.

In this activity we are learning to:

USE gesture to communicate the features of an animal for your team mates to guess.

What do I need?

Other people to play charades with

<https://www.gamesver.com/10-main-rules-of-charades-easily-explained-with-pictures/>

Using people in your household or connect with friends online have a game of animal charades.

Drawing on previous knowledge on how animals communicate:

- USE your body to imitate an animal of your choice.
- TAKE TURNS to make 3 guesses. The person who guesses correctly is the winner of that round.

You might want to do some research ahead of time to learn more about some of the animals in the table if you are unsure how they communicate or what they sound like.

## List of animals

Albatross	Caiman	Earwig
Alligator	Camel	Echidna
Ant	Capybara	Elephant
Anteater	Caracal	Fish
Antelope	Cassowary	Flamingo
Armadillo	Cat	Fly
Axolotl	Caterpillar	Fox
Baboon	Chicken	Lizard
Badger	Chihuahua	Lion
Bandicoot	Chimpanzee	Penguin
Barnacle	Chinchilla	Seal
Barracuda	Chipmunk	Shark
Bonobo	Donkey	Squirrel
Brown bear	Duck	Tarantula
Budgerigar	Dolphin	Tiger
Buffalo	Eagle	Zebra

## Activity 2 – Writing

### Notes for whānau

This activity focuses on the use of literary language features to help give extra meaning to your child's writing. It may be of assistance to discuss the requirements of this task with your child to ensure they are comfortable with it.



In this activity we are learning to:

USE similes and metaphors to describe the emotion and expression a dancer might show.

### What do I need?

Writing equipment or digital device with word document capabilities

Writers often use literary language features to add different layers of meaning to their work. Similes and metaphors are two features that are used to create a picture in the reader's mind which instantly communicates what the writer is trying to describe, and a poem with a simile uses the words "like" or "as" to compare two things which are not alike.

A metaphor is a comparison between two things that states one thing is another to show similarities. Unlike a simile that uses "like" or "as" a metaphor does not use these two words. For example, she IS the sun (metaphor) rather than she is LIKE the sun (simile)

Not only do humans and other animals use language and sound to communicate and express emotion they use movement. Below is a photo of a traditional Indian dancer.

### Activity:

STUDY the photo

CREATE a poem containing at least 1 simile and 1 metaphor, to describe the dancer's appearance and possible emotion she is portraying.

["Indian cultural dance"](#) by [MEMORIES BASKET STUDIO](#) is licensed under [CC BY-NC 2.0](#)



## Activity 3 – PE: Let's get physical!

### Notes for whānau

If your child can't access the clip, this activity could just be a walk/jog, game of tag with a sibling, jumping on a trampoline – anything to energise and refocus them.

In this activity we are learning to:

USE movement through dance as an energizer to refocus.

### What do I need?

A device

[https://www.youtube.com/watch?v=4iZPv7GY\\_dc](https://www.youtube.com/watch?v=4iZPv7GY_dc)

Space to move

Water – keep hydrated

Humans use dance for exercise, fun and to connect with others.

- Play [Les Mills BORN TO MOVE](https://www.youtube.com/watch?v=4iZPv7GY_dc) on YouTube and turn it up loud.
- Get yourself plenty of space
- To get your heart rate pumping – try this Les mills dance work out. See if you can encourage anyone in your whanau to join you!



## Activity 4 – Reading

### Notes for whānau

Dance is a way that humans express themselves and their culture. This activity requires your child to research and understand more about another culture particularly through dance and movement.

In this activity we are learning to:

IDENTIFY specific movements in a cultural dance and the requirements to carry out this dance.



### What do I need?

A device for doing research and writing (optional)

Writing materials

<https://www.youtube.com/watch?v=t2b1c69nXz0>

(Optional deep dive activity) –*first 4 minutes only*.

### Cultural dances

RESEARCH a dance from another culture – or use the reading about Kapa haka which can be found on the [100% New Zealand | Kapa Haka or Traditional Māori performing arts website](https://www.100percentnewzealand.co.nz/kapa-haka).



WRITE down 3 things you would need to be able to do this dance – think about:

- costume – what do you need to wear to perform this dance?
- props – do you need to use anything in this dance?
- what type of music is this dance performed to?

### Deep dive activity – Extend Yourself!

Various other animals also use dance to communicate. Watch the first 4 minutes of the following YouTube clip <https://www.youtube.com/watch?v=t2b1c69nXz0>

As in the activity above answer the following questions relating the dance performed by the male Birds of Paradise.

- What costume do they require?
- Props – do they require anything for their dance?
- Instead of music, describe the movement of the birds in the clip
- Feel free to continue the clip and enjoy watching the dance moves of other amazing animals.

## Day 3: Reflection

### Notes for whānau

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

In this activity we are learning to:

REFLECT on our learning today

#### What do I need?

30 minutes

A notebook or word doc that you can use each day for your reflection activity, we will call this your reflective journal. Copy the questions and record your answers.

Materials for your quiet time activity.



**WRITE:** Take some time to think about how you are feeling and after today's learning activities. Reflect on the following prompts and record your thinking:

- What did you enjoy most about today?
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Repeat this 10 times.

## Day 4: Starting the day

### Notes for whānau

Saying the karakia and singing the waiata with your child/learner a few times will help them be able to do this independently tomorrow and beyond. Consider doing the wellbeing self-check with your child. Help your child complete the daily timetable by looking at today's activities and choosing the order. Remind your child of when and how to check in with the teacher/you. Help your child choose an appropriate quiet time activity.

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PRACTICE our karakia/waiata

DO a wellbeing self-check

PLAN out my day with the timetable

CHECK IN with your teacher

CHOOSE a quiet time activity:

### What do I need?

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Waiata

<https://www.youtube.com/watch?v=uefJdSCkzPo>

Wellbeing check

Daily timetable

Select a quiet time activity e.g.,  
mindfulness/reading/drawing

Paper and pen/pencil

Note that today our inquiry focus is “getting started” which includes:

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- introducing the big idea
- activating prior knowledge
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Te aroha

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# Activity 1 – PE/Performing arts

## Notes for whānau

Another activity which is a bit of fun to energize and refocus the student. Your child could encourage a sibling or other member of the whanau to join them. If they do not have access to the clip students could be encouraged to make up their own dance moves to their favourite song.

In this activity we are learning to:

EXPRESS ourselves through dance and movement.

## What do I need?

A device to watch the [Royal Family 2019 MEGACREW](https://www.youtube.com/watch?v=mKzJIW9w2c) first place dance YouTube clip

<https://www.youtube.com/watch?v=mKzJIW9w2c>

We have previously looked at traditional cultural dancing. Now watch this clip of a contemporary Aotearoa hip hop group choreographed by Chinese/Samoan Parris Goebel

## Activity

- CHOOSE a segment of 20-30 seconds and try and replicate the dance or follow along.
- REPEAT the segment 3 x to get heart rate up! Or find another YouTube dance to follow along too.





## Activity 2 – Writing

### Notes for whānau

This is an activity for your child to research and understand more about Ta Moko. Body tattooing is a traditional way that humans express themselves and their culture. This is also a great opportunity to learn more about tikanga Māori or your own culture if tattooing is a part of it.



In this activity we are learning about:

the cultural significance of traditional art forms and body adornment.

### What do I need?

A device for watching [tā moko](https://www.youtube.com/watch?v=yF3w66aa2VI&t=1s)

<https://www.youtube.com/watch?v=yF3w66aa2VI&t=1s>

Writing materials for recording your responses

Notebook

### WATCH tā moko – Introduction

After watching the clip ANSWER the following questions:

1. How is Kapa Haka linked to Tā Moko?
2. Why would it be important for a Tā Moko tattooist to look at other cultures and their tattoos?
3. What other cultural practises did you see take place during the process of Tā Moko at the museum?

Other cultures also have traditional tattoos.

- Draw a table (like the example below) in your notebook
- RESEARCH to find three other cultures/countries that use tattoos to express their culture. What is the significance for each?
- LIST 3 examples of other cultural tattoos.
- COPY AND PASTE or sketch a picture into the table.
- WRITE an informative blurb into the meaning of each tattoo underneath.

Tattoo example 1	Tattoo example 2	Tattoo example 3

## Activity 3 – Reading

### Notes for whānau

This activity is designed to encourage your child to think critically about statements made by the writer and draw conclusions about what they have read. They will also need to justify their conclusions with evidence from the text.

#### Ākonga activity instructions



In this activity we are learning justify our point of view on a topic.

#### What do I need?

Writing equipment

<https://www.bookaway.com/blog/the-philippines-dying-art-of-kalinga-body-tattoos>

Read the article on the cultural adornment practices of the [Kalinga people in the Philippines](#).

Then answer the questions that follow.

### THINK CRITICALLY then RESPOND to the following questions.

Use the text to justify your conclusions.

1. What did the writer mean when she said, “*Kalinga tattoos had to be earned by the wearer*”?
2. Why is the Kalinga tattooing at risk of dying out?
3. The writer described the Kalinga tattoos as being different from other types of tattooing, “*Their social symbolism is what sets them apart from modern tattoo art as we see in our cities.*” Do you agree with statement or not? Justify your answer.
4. Tattooing was used on both men and women of the Kalinga tribes, but they communicated different messages. Explain these messages in your own words.



Traditional Tattoos | ©[David Stanley](#)/Flickr

## Activity 4 – Maths

### Notes for whānau

In this activity the learners will explore symmetry.



In this activity we are learning how to:

**IDENTIFY** symmetry in manmade and natural objects.

### What do I need?

<https://nzmaths.co.nz/resource/i-spy-symmetry>

<https://nzmaths.co.nz/sites/default/files/ISpySymmetryCM.pdf>

A measuring tape

Someone to work with

Animals have amazing patterning, often to communicate a message. That message could be one of warning, to attract a mate, or used as camouflage or defence.

Patterns such as that on the wings of the monarch butterfly are usually considered symmetrical. When we think of symmetry, we tend to think of reflective (mirror line) symmetry.

In fact, symmetry can also be rotational or translational.

- Rotational symmetry is the result of turning about a point (centre), even if it is not obvious where this point is.
- Translation is the result of movement in a straight line. Many designs that use symmetry involve combinations of two or more of these different transformations

### Activity A

Grab your notebook or a camera and GO for a walk outside, a local park, forest, bush walk, beach or even your own backyard/neighbourhood and see if you can identify:

- two man-made symmetrical objects
- two symmetrical objects found in nature
- two more examples of symmetry.

## Activity B

COMPLETE the tasks in the “I Spy Symmetry” worksheets

# I Spy Symmetry!

**You need** • kowhaiwhai patterns (see copymaster) • a measuring tape • classmates

**TECHNOLOGY** Purpose, shape, size, and decorative features are important to consider when designing a product or a building. Decorative features often have special meanings.

### Activity One

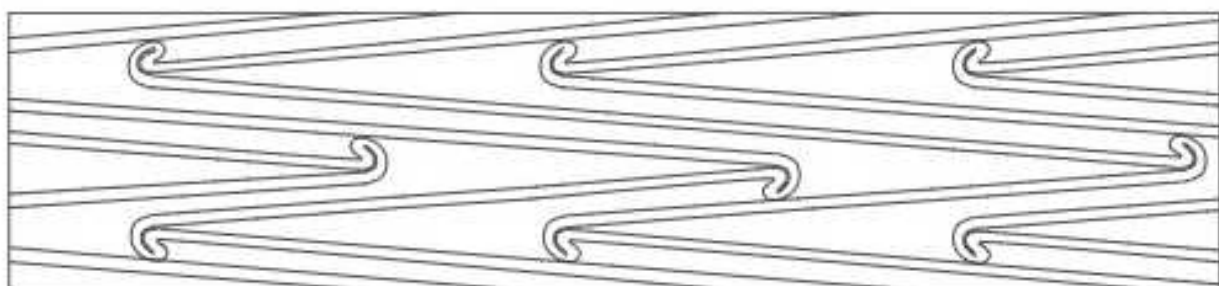
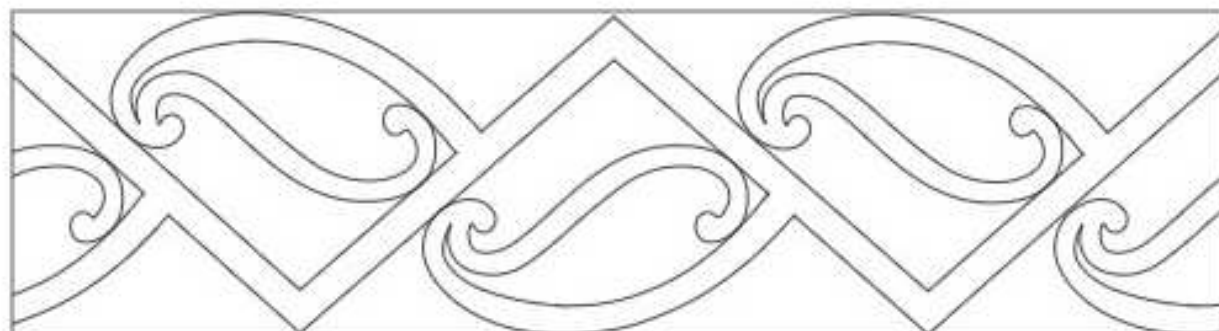
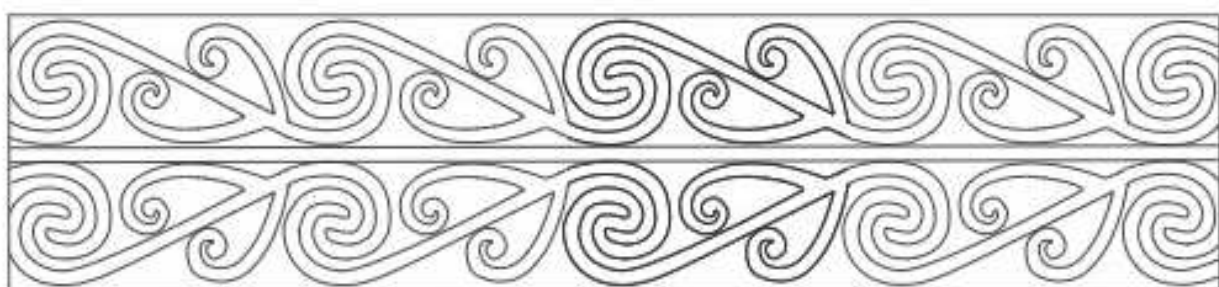
Kiri and her class are learning about reflective symmetry. Their teacher sends them off on a “symmetry search”. Here are some of their finds:



A line of symmetry (mirror line) is an invisible line that divides an image into two halves. One half is a reflection of the other half. This kind of symmetry is known as reflective symmetry.

- Which of the pictured items will only work properly if they have reflective symmetry? Why is this?
  - Symmetry is pleasing to the eye and is often used in decoration. Which of the pictured items use symmetry for this purpose?
- As a class, do your own symmetry search. Find items that:
  - only work properly if they are symmetrical
  - are symmetrical for reasons of appearance.
- Which of the items pictured in question 1 or found in question 2 are natural (not made by humans)? Where can you find symmetry in nature?





## Day 4: Reflection

### Notes for teachers and whānau

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

In this activity we are learning to:  
REFLECT on our learning today.


#### What do I need?

30 minutes

A notebook or word doc that you can use each day for your reflection activity, we will call this your reflective journal. Copy the questions and record your answers.

Materials for your quiet time activity

A chair for square breathing

 **WRITE:** Take some time to think about how you are feeling and after today's learning activities. Reflect on the following prompts and record your thinking:

What did you enjoy most about today?

What is one thing you feel you learnt today?

What is one strategy that helped you with your learning?

What did you find challenging or distracting? (Maybe you ran out of time for some activities or maybe you finished them quite quickly and felt a little bored)

Is there anything you need extra help with? Who can you ask to help you with that?

Is there anything you need to catch up on tomorrow?



If you have time left – choose a quiet activity and/or do some SQUARE breathing, here's how:

**SQUARE BREATHING** – Imagine you are drawing a large square in front of you while you are sitting down. Start at the bottom right of the square. Breathe in for four counts as you trace the first side of the square in the air with your finger. Hold your breath for four counts as you trace the second side of the square in the air with your finger. Breathe out for four counts as you trace the third side of the square in the air with your finger. Hold your breath for four counts as you trace the final side of the square in the air with your finger. You just completed one deep breath! Repeat.

## Day 5: Starting the day

### Notes for whānau

Saying the karakia and singing the waiata with your child/learner a few times will help them be able to do this independently tomorrow and beyond.

Consider doing the wellbeing self-check with your child. Help your child complete the daily timetable by looking at today's activities and choosing the order. Remind your child of when and how to check in with the teacher/you. Lastly, help your child choose an appropriate quiet time activity.

In this activity you are learning to:

PREPARE my day of learning.

PRACTICE our karakia/waiata

DO a wellbeing self-check

PLAN out my day with the timetable

CHECK IN with your teacher

CHOOSE a quiet time activity:

### What do I need?

Karakia

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

Waiata

<https://www.youtube.com/watch?v=uefJdSCkzPo>

Wellbeing check

Daily timetable

Select a quiet time activity

Paper and pen/pencil

Note that today our Inquiry focus is – getting started which includes:

- engaging in provocations
- introducing the big idea
- activating prior knowledge
- sharing wonderings and/or generating questions.

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

Kia hora te marino

Kia whakapapa pounamu te moana

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Tātou i a tātou katoa

May peace be widespread

May the sea be like greenstone

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Give love, receive love

Let us show respect for each other

### Waiata (<https://www.youtube.com/watch?v=uefJdSCkzPo>)

Te aroha

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Me te rangimarie

Tatou tatou e

Love

Faith

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Be amongst us all

Learn Te Aroha in New Zealand Sign Language:

[https://www.youtube.com/watch?v=Ni\\_MhQZdiMw](https://www.youtube.com/watch?v=Ni_MhQZdiMw)

# Activity 1 – Visual art

## Notes for whānau

This activity is designed to encourage your child to think about how imagery connects us to our cultural ideas and values. If your own culture uses this practice to communicate feel free to share those stories with your child.



In this activity we are learning about:

The way different cultures use artforms to express themselves.

### What do I need?

A device to watch [What is a mandala - https://www.youtube.com/watch?v=NpLnnQpYdyk&t=37s](https://www.youtube.com/watch?v=NpLnnQpYdyk&t=37s)

**WATCH** the video clip on making mandala

**FIND OUT** from whānau or friends what their knowledge is about this art form. Has anyone in your home ever seen or made one before?

**EXPLAIN** verbally to someone in your household/whānau what a mandala is.

How do other cultures express themselves through art?

**CHOOSE** two other cultures that use imagery or icons to express ideas or values.

Research what they mean and write a short explanation to go along with a sketch of the artform.

**Complete the table below.**

Culture	Art form (explain and include an image)



## Activity 2 – PE and SEL Wellbeing

### Notes for teachers and whānau

Mindfulness is an important philosophy and learning the skills to maintain your hauora are integral to survive and thrive in the modern world. Your child will combine learning from previous activities in this wellbeing activity.



In this activity we are learning to practice mindfulness for wellbeing.

### What do I need?

Colouring equipment like felt pens, colouring pencils, or crayons

A mandala template

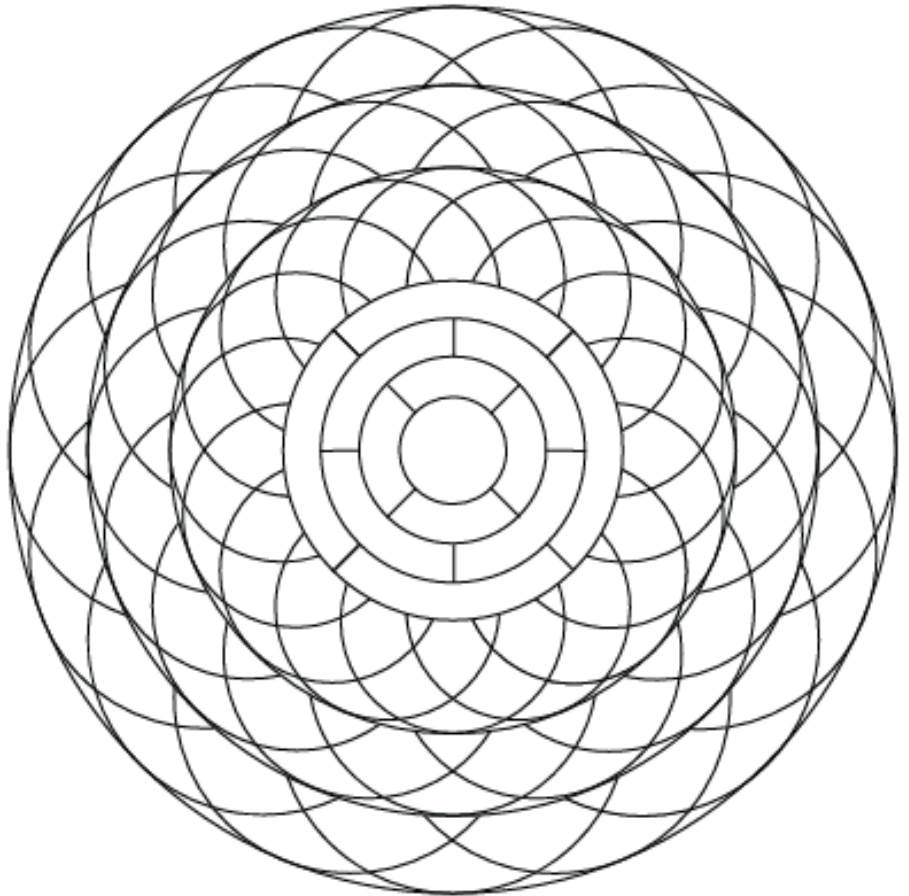
“When we are fully immersed in an activity and lose track of time (like we do when colouring in), we call this ‘flow’ (also known as being ‘in the zone’). Flow is associated with happiness because it helps us stay present (mindful). People who experience this state regularly often develop other positive traits such as increased concentration and self-esteem.”

Sourced from: [https://sparklers.org.nz/media/documents/AllRight\\_MandalaOne.pdf](https://sparklers.org.nz/media/documents/AllRight_MandalaOne.pdf)

### GET CREATIVE

USE your understanding of symmetry to design a mandala of your own. Use the shape below.

BREATHE! – spend time colouring in your mandala. Use colour (with coloured pencils, pens, or anything suitable) or monochrome (using biro or a simple pencil).



## Activity 3 – Writing

### Notes for whānau

The written word is an important way to communicate through language. It has been pivotal to human progress. In this activity your child will practice procedural writing.

In this activity we are learning to write a set of instructions.

#### What do I need?

A device to view “[How to draw a mandala - https://www.youtube.com/watch?v=U49TaN-MkM8](https://www.youtube.com/watch?v=U49TaN-MkM8)

Notebook and writing materials.

A mandala is a complex abstract design that is usually circular in form. Mandalas generally have one identifiable centre point, from which comes an array of symbols, shapes, and forms.

Mandalas can contain both geometric and organic forms. They can also contain recognizable images that carry meaning for the person who is creating it.

- WATCH the clip on how to draw a mandala
- WRITE DOWN a 5-step process for others to follow. Make sure you add in enough detail – This should be easy enough for someone who has never seen a mandala to follow.



## Activity 4 – Let’s get creative!

### Notes for teachers and whānau

In this activity learners will reflect on their own feelings about themselves, practicing self-awareness and getting in touch with their emotions by expressing this through art.

In this activity we are learning to relate imagery to personal feelings of oneself.

### What do I need?

A device to take pictures (optional)  
Writing materials

### GO FOR A WALK

**FIND** an object with a pattern – this could be a flower, the footpath, a fallen leaf, or the neighbour's fence. Take a photo of the object or if it is ok to pick it up and take with you, do so.

**CREATE** a mandala pattern based on your chosen object.

Once finished:

- **CHOOSE** three words from the list below that describe your mandala or choose your own!
  - Courage, bravery, strength, wisdom, elegant, colourful, monochrome, fun,
- **WRITE** a statement about what your mandala represents to you, and the choices you made in terms of colour, pattern, object chosen
- **SHARE YOUR LEARNING** – If you feel comfortable you could present this via a social media post on a platform of your choice, or alternatively share it with your whānau or friends.

## Day 5: Reflection

### Notes for teachers and whānau

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

In this activity we are learning to: REFLECT on our learning today

### What do I need?

30 minutes

A notebook or word doc that you can use each day for your reflection activity, we will call this your reflective journal. Copy the questions and record your answers.

Materials for your quiet time activity.



**WRITE:** Take some time to think about how you are feeling and after today's learning activities. Reflect on the following prompts and record your thinking.

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



If you have time left – choose a quiet activity and/or do some belly breathing. Belly breathing is easy to do and very relaxing. Put one hand on your belly just below your ribs and the other hand on your chest. Take a deep breath in through your nose, and let your belly push your hand out. Your chest should not move. Breathe out through pursed lips as if you were whistling.

Repeat this 10 times.