

# What's in my Kete?



## **Kete**

*The three Kete (baskets) of knowledge*

### **Te Kete Tuatea**

The kete of mental and physical challenges

### **Te Kete Aronui**

The kete of emotions

### **Te Kete Tuauri**

The Kete of prayer

# Big Ideas

## *Developing an understanding of:*

- who you are - your uniqueness, abilities, strengths, interests and acceptance of self (self esteem)
- what you bring to our classroom/school/community
- your own personal identity and what additional attributes and beliefs make you who you are today (culture, sports, the arts etc.).

<b>Connected</b>	<ul style="list-style-type: none"><li>•To ourselves and others through the sharing of information about who we are and what makes each of us unique.</li><li>•To our school and community by acknowledging that each of us have different strengths and abilities and celebrating cultural diversity.</li></ul>
<b>Creative</b>	<ul style="list-style-type: none"><li>•Create own personal profile to celebrate individual identities.</li><li>•Select a special Kohatua Mauri (stone to be given personal significance) and design a special symbol to paint/draw on this.</li></ul>
<b>Happy</b>	<ul style="list-style-type: none"><li>•Celebrate personal achievements and those of others within the class and wider school community.</li><li>•Develop a sense of belonging through self discovery of individual traits, personality and learning styles.</li></ul>
<b>Learners</b>	<ul style="list-style-type: none"><li>•Build skills to develop understanding and evoke empathy for others.</li><li>•Explore the ecology of the brain and learn about the ways that each of us learn.</li><li>•Literacy</li></ul>

**Part: 1**  
Key Concepts  
Introduction

**Part: 2**  
NIS Essence  
Statements

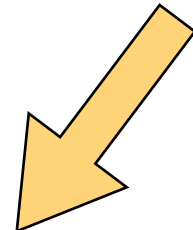
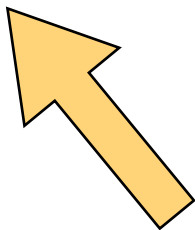
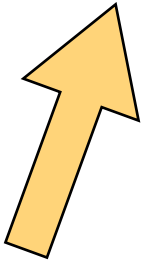
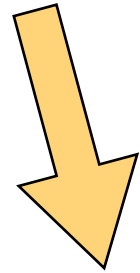
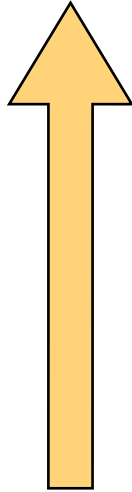
**Part: 6**  
SAUCE  
Inquiry Model

**Unit  
Overview**

**Part: 5**  
Individual  
Investigation

**Part: 3**  
NZ Curriculum  
Achievement Objectives  
Key Competencies

**Part: 4**  
Learning  
Activities



# **Part 1: Key Concepts**

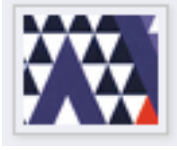
## **Introduction**

Individuals are learning new things through a variety of facets everyday. As students you are learning at school through the different curriculum areas about reading, writing, mathematics and how to research etc. You learn about different relationships and experience first-hand how to socialise and work with others who are both similar and very different to you and your culture.

As you are learning and preparing yourselves for your future, it is important to acknowledge and understand at a deeper level just who you are as an individual, a student and as a member of your community and wider society. You need to start to think about where you fit and what it is that 'makes you tick', so to speak.

The 'What's in my Kete?' unit is about discovery, interaction, acceptance and celebration. It embraces cultural diversity and our wider school community and enables students to learn about themselves and others around them. It encourages self discovery at a deeper level by looking at Multiple Intelligences to identify individual learning styles and teach the students how they learn best.

## Part 2: Nelson Intermediate Curriculum Essence Statements



### ENGLISH

Students enjoy using the English language and its literature to become effective and confident oral, written and visual communicators, who are able to think critically and in depth.



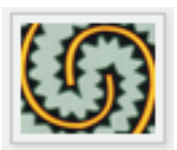
### SOCIAL SCIENCES

The opportunity to experience and develop understanding of our heritage (past and present) and how this has shaped and enabled us to relate to people, places and cultures as global citizens.



### TECHNOLOGY

In technology, students learn the process of developing innovative and sustainable solutions to authentic issues and needs.

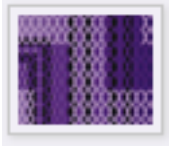


### SCIENCE

In Science, students use scientific processes to understand the world, to identify problems and seek ways to solve them, with due regard to social and ethical considerations.



## Part 3: Relevant Achievement Objectives



### Social Sciences Level 3 and 4

*Students will gain knowledge, skills, and experience to:*

#### Social studies

- Understand how people view and use places differently. L3
- Understand how people make decisions about access to and use of resources. L3
- Understand how early Polynesian and British migrations to New Zealand have continuing significance for tangata whenua and communities. L3

### The Arts Level 3

*Students will:*

#### Understanding the visual arts in context

- Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.

## Part 4: Learning Activities

### What do you bring in your kete?

**Preparation:** *Display own kete and 3 kete of knowledge in classroom.*

Teacher will share their own kete and share why artifacts/pictures are special to them and explain significance.

Students will use teacher's kete (kete, suitcase with photos etc.) as model.

*As a class discuss what some of the things could be that they might bring or include in their own kete.*

*Students will create a special display (kete, box, bag, frame etc.) to house all of the things that they regard as important artifacts/information that celebrates who they are.*

*Each student will have a 'show and tell' to explain to the rest of the class their own kete etc. This will help the students to learn about and understand each other's uniqueness.*

### The Traditional and the Modern Kete

**Resource:** *School Journal - Pt3, N1, 2004 'The Three Kete'*

Discuss what a kete is and when and why it was predominately used in the past. Ask if it is still used and discuss why?/how? Share definition of kete and look at three traditional knowledge areas.

Read the class the story (legend) of 'The Three Kete' and discuss different aspects of this.

- What did Ms Raawhiti mean by it being the students job to put something new into their own kete each day?
- Why do you think the boy in the story wasn't worried about Ms Raawhiti watching him?

Ask the students; "If you had to design your own 'modern' kete, what would it look like?" "What would you name your three kete of knowledge? Why? How would you represent it (digitally, photos etc.)?"

## Mihi

**Resource:** *NIS Maori Programme 2011 (folder) - Lesson 6 then 7-10*

The teacher will present their own mihi to the class. Tell the students that they will be writing their own basic mihi. This will be added to throughout the year.

Later the students will create a Duality Map. One will be a visual representation of their mihi in Te Reo Maori using maunga, awa, school symbol and whakatauaki. The other side will represent the culture the student identifies with (eg, flag, symbols etc).

## Cultural Diversity - migration and interaction

**Resource:** *Belonging and participation in Society pp.17-22*

What does the word migrate/migration mean? Discuss. What is the difference between immigrant and emigrant? Discuss and write definitions in work book.

*Read the story of Kian (page 22) to learn about her experience of settling in New Zealand. Discuss her story with the class. What helped? What was hard?*

- Discuss the different cultures within your class. Ask who migrated to NZ. *Students share their own journey and experiences.*
- Discuss how the movement of refugees to New Zealand affects cultural diversity and interaction in New Zealand.

**Look at the activities on pages 17 - 22. Develop deeper thinking skills and understanding while finding out new information based on the following guiding questions:**

*Why do people become refugees?*

*Why does New Zealand have refugees?*

*What influences refugee settlement in New Zealand?*

*How do we work to include new members in our society?*

## Library visit -connected to Kohatu Mauri (during class picnic)

**Preparation:** *Send out permission slips for outing and parent help - remind of picnic. Discuss Kohatu Mauri as a class and decide what will happen to it at the end of the journey.*

As a class visit the Nelson Public Library to appreciate local resource and learn how to effectively use this (some students might need a card - get forms).

After the morning visit at library the class can visit the Maitai River for a class picnic for 'get-together' time as a new class. While at the river the teacher can re-tell the class about Kohatu Mauri. Each student will then choose their own stone.

### **Kohatu Mauri**

**Kohatu:** *stone/rock*

**Mauri:** *essence*

#### ***What is a Kohatu Mauri?***

A Kohatu Mauri symbolises that a tangata (person) has shared their essence of Ranginui and Papatuanuku with others for a special purpose.

This purpose is commonly the commencement of some special occasion. When the occasion is complete the Kohatu Mauri will go to those persons or to where those persons involved would like them to go as a remembrance of something special.

Most groups decide in the beginning what will happen to the Kohatu Mauri at the end of the journey.

#### ***How is the Kohatu Mauri created?***

##### ***Awa***

This is done by earnestly and thoughtfully selecting a kohatu (Papatuaanuku) from the awa (river) having a karakia (prayer) (Ranginui) to Io (this is to give thanks).

##### ***Class or appropriate location***

The tangata then shares their mauri with the kohatu by designing the kohatu with something that is special to them ie. Symbolism of family, Maaori use koru to represent members of a family.

The design is usually done with paint, some glitter etc. The shape of the kohatu is still identifiable.

##### ***Completion***

When it is time to begin the special occasion all Kohatu Mauri are placed together, sometimes on a whaariki (mat) or cloth of some sort and another Karakia is done to set the Mauri of the occasion.

When the occasion is complete an end karakia is given.

##### ***Karakia, Incantation or prayer***

As there are both traditional and religious Karakia all is accepted, these karakia always acknowledge Deity. More than one karakia can be given of any denomination and culture along side with a Karakia in Maaori.

## Haven Ahoy (Museum visit)

**Resource:** *Port Nelson Haven Ahoy! -Teachers' Resource Book: factual info. & follow-up activities.*

**Preparation:** *Permission slip for outing -parent help needed for drama. Students could examine what children and adults wore in the 1840's (the class might like to come in costume for the programme).*

Haven Ahoy is an exhibition at the Nelson Museum based around the diaries of nineteenth century migrants while on the ships. These are the real thoughts of real people undertaking amazing voyages.

At the museum the students will take part in a drama that evolves as they move around different parts of the ship. *There will be suitable costuming available for both students and the teacher.*

## Life Education bus (March 14th - April 8th)

**Year 7** (3 sessions per class)

### ***Making Choices***

This is a Social Relationships Module. It focuses on friendships, bullying and self-responsibility. Students look at concepts such as being friendly as opposed to being a friend and learn about managing conflict.

**Year 8** (3 sessions per class +DVD)

### ***From The Shadows***

This is a Substances Module. It is tailored to explore the effects of legal and illegal drugs on the human body, particularly during puberty. Apart from infancy, puberty is the time in the human life cycle of the greatest growth and change of the body and more particularly the brain so any substance abuse during this time could have serious long term effects on the overall development of a young person. In this strand social consequences of drug use are also explored as well as looking at peer pressure, decision making and strengthening self-confidence.

## **Part 5: Individual Investigation**

This section could be completed following the guideline OR the SAUCE Investigative Model in Part 6.

The investigation process may be different but the outcome will remain the same.

### **Key Questions**

This could be based on a range of different activities in unit. Brainstorm a list of questions that focus on one of the following concepts:

- The history and use of the kete
- Family settlement and history for Mihi
- People who become refugees
- Life in the nineteenth century (1840).

### ***Use the 7 servants:***

- 🌀 How?
- 🌀 What?
- 🌀 When?
- 🌀 Where?
- 🌀 Why?
- 🌀 Who?
- 🌀 Which?

As a class identify the questions that are open ended, focus on the key task and involve in depth investigation.

Using the plethora of information available and key questions, complete an investigation into family history or another area within the unit.

### **Your findings could be presented in number of ways:**

- 🌀 Wall charts
- 🌀 Booklets
- 🌀 DVD
- 🌀 iMovie
- 🌀 TV Interview and presentation
- 🌀 Drama
- 🌀 Models/ Diagrams
- 🌀 Animation
- 🌀 Speech
- 🌀 Corridor display

## Part 6: SAUCE Inquiry

This is the **SAUCE** Model but in your teams you are free to design your own Inquiry Learning Model to complete your key investigations.

# S

(Setting the scene)

Although we all have our own culture and modern beliefs that are helping to mould us to be the young individuals in this day and age, we all have a path of history that past family members or even ourselves have taken to bring us to the life we know today. Who are we? Why do we have particular traits?

# A

(Acquire Information)

Use valid and variety of resources to find out what impact they have had. Use Library/ WWW/Resource list ?

This is a huge task and could be done in groups, each taking one venture.

### **Think about the 7 Servants:**

- 🕒 How?
- 🕒 What?
- 🕒 When?
- 🕒 Where?
- 🕒 Why?
- 🕒 Who?
- 🕒 Which?

### **When all information is gathered:**

- 🕒 Identify key words or phrases
- 🕒 Discard irrelevant information
- 🕒 Investigate deeper a quality resource

# U

(Use Information)

Now you can start to collate and group information keeping in mind original intention.

## **This could include:**

- 🎯 Forming or altering opinions
- 🎯 Making decisions
- 🎯 Forming hypothesis
- 🎯 Predicting outcomes
- 🎯 Suggesting solutions
- 🎯 Creating strategies
- 🎯 Solving problems

# C

(Communicate)

## **How will you communicate your findings:**

- 🎯 Wall charts
- 🎯 Booklets
- 🎯 DVD
- 🎯 Movie
- 🎯 TV Interview and presentation
- 🎯 Drama
- 🎯 Models/ Diagrams
- 🎯 Animation

# E

(Evaluate)

## **How will you Evaluate your presentation:**

- 🎯 How effective were findings presented? (Clarity/ Intent?)

