

# MY CULTURE AND ME – PASSPORT TO FESTIVAL

## GUIDELINES FOR TEACHERS

ASB Polyfest in partnership with Sir Edmund Hillary Collegiate – Host School for 2010 – is proud to launch a new and exciting cultural learning package for Primary and Intermediate Schools that is –

***RELEVANT***

***ACCESSIBLE***

***USER-FRIENDLY***

***AND***

***FUN!***

This Unit of work is a total learning experience for Primary and Intermediate Schools based around the ASB Polyfest 2010. It allows students to explore their identity; who they are; where they come from and how it fits within the society we live.

The vision for the learning experience is:

***To create a cultural learning opportunity and increase cultural awareness for all primary and intermediate students in the Auckland Region***

# ASB POLYFEST

17 - 20 MARCH 2010  
MANUKAU SPORTS BOWL, MANUKAU CITY

## **BEFORE COMING TO THE ASB POLYFEST 2010 TEACHERS WILL NEED TO:**

- Book a Bus to the Festival
- Read the My Culture and Me – Passport to Festival Unit
- Choose learning activities that best suit your group/class
- Help students to choose a form of presentation that best suits their research project
- Work through the Student Workbook with your group/class
- **COME TO THE FESTIVAL! SEE YOU THERE!**

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**MY CULTURE AND ME – A Passport to Festival**

**INTRODUCTION**

The ASB Polyfest 2010 is an iconic annual event that celebrates the pride and passion of our Maori and Pacific Island communities through song, dance, speech and art. It is a place where we celebrate youth and all that they bring to the future.

Secondary schools benefit from the festival as students take part in performing. The ASB Polyfest 2010 also provides wonderful teaching opportunities for younger students at Primary and Intermediate level.

Set up the ICT suite/Library for students to research and read about the ASB Polyfest 2010, and all that happens at this special event.

**KEY CURRICULUM LINKS – ENGLISH MEDIUM**

The following Suggested Learning Tasks may be learning opportunities Pre Festival, During the Festival, and Post Festival; however there are specific Post Festival activities that follow these learning tasks. You may choose to combine or use learning tasks separately. These are just suggestions, and you may choose a learning task of your own that may fit into the Learning Outcomes.

Key Areas of Learning/Learning Outcomes	Suggested Learning Tasks
<p><b>Health and Physical Education:</b>  <b>L2: <u>Personal Health and Physical Development</u></b>            - Identify risk and use safe practices in a range of contexts</p> <p><b>L2: <u>Relationships with Other People</u></b>            - Describe how individuals and groups share characteristics and are also unique</p>	<p>Using the festival map, mark out 'safe zones' for your teammates to meet if you happen to be separated. Create a puzzle using this map.</p> <p>Group discussions: describe how groups shared their culture AT the ASB Polyfest 2010 (Post Festival activity). Identify what is unique about own culture and those seen at the festival.</p>

<p><b>L2: <u>Community Resources</u></b></p> <ul style="list-style-type: none"> <li>- Identify and use local resources and explain how these contribute to a healthy community</li> </ul>	<p>Research the major resources that come together to run the ASB Polyfest 2010. Choose one major resource and create a poster showing how this resource contributes to a healthy community.</p>
<p><b>Mathematics and Statistics:</b></p> <p><b>L2: <u>Position and orientation</u></b></p> <ul style="list-style-type: none"> <li>- Describe different views and pathways from locations on a map</li> </ul>	<p>Using the festival map, describe to a partner what they will most likely see on the way to the ASB Village. Describe what they are most likely to see on the way to their chosen Stage.</p>
<p><b>English:</b></p> <p><b>L2: <u>Listening, Reading and Viewing</u></b></p> <ul style="list-style-type: none"> <li>- Processes and Strategies</li> <li>- Purposes and Audiences</li> <li>- Language Features</li> </ul> <p><b>L2: <u>Speaking, Writing, and Presenting</u></b></p> <ul style="list-style-type: none"> <li>- Processes and Strategies</li> <li>- Purposes and Audiences</li> <li>- Ideas</li> <li>- Language Features</li> </ul>	<ul style="list-style-type: none"> <li>- Select and use sources of information for research.</li> <li>- Identify all the different signs at the ASB Polyfest 2010 and the different purposes of each sign.</li> <li>- Describe the features used to show effect in signs at the ASB Polyfest 2010</li> <li>- Devise a script for the 'snapshot' presentation</li> <li>- Conveys personal voice through sharing opinions of their experience at the ASB Polyfest 2010</li> <li>- Design a brochure for the ASB Polyfest 2010, drawing on personal experience and knowledge.</li> </ul>
<p><b>The Arts:</b></p> <p><b>L2: <u>Understanding the Arts in Context</u></b></p> <ul style="list-style-type: none"> <li>- Dance: Identify and describe dance in their lives and in their communities</li> </ul>	<p>Identify and describe dance features in individual cultures. Explore how dance is used within a culture as an expression.</p>

<ul style="list-style-type: none"> <li>- Music: Explore and share ideas about music from a range of sound environments and recognize that music serves a variety of purposes and functions in their lives and in their communities</li> </ul> <p><b>L2: <u>Developing Practical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- Drama: Explore and use elements of drama for different purposes</li> </ul> <p><b>L2: <u>Developing Ideas</u></b></p> <ul style="list-style-type: none"> <li>- Visual Arts: Investigate and develop visual ideas in response to a variety of motivations, observation, and imagination</li> </ul> <p><b>L2: <u>Communicating and Interpreting</u></b></p> <ul style="list-style-type: none"> <li>- Share drama/dance through informal presentation and respond to elements of drama in their own and others' work.</li> </ul>	<p>Explore different musical instruments used in various cultural performances. Choose an instrument and describe its purpose and function for a particular performance.</p> <p>Create a 3minute video advertising the ASB Polyfest for visitors from a different country. Use elements of drama to communicate highlights of ASB Polyfest to your viewers.</p> <p>Create a poster that visually communicates what the ASB Polyfest is about.</p> <p>Share a 'snapshot' of the festival through role play or skits.</p>
<p><b>Social Sciences:</b></p> <p><b>L2:: <u>Understand how cultural practices reflect and express people's customs, traditions, and values</u></b></p> <p><b>L3:: <u>Understand how cultural practices vary but reflect similar purposes</u></b></p>	<p>Choose a culture that you are familiar with. Present an information brochure about the customs, traditions and values of that culture.</p> <p>Choose a cultural practice that is the same as another culture – e.g, celebrations or festivals. Create a timeline of celebrations within your culture. Identify similarities with other cultures.</p>

<p><b>Technology:</b></p> <p><b>L2: <u>Technological Practice – Planning for Practice:</u></b></p> <ul style="list-style-type: none"> <li>- Develop a plan that identifies the key stages and the resources required to complete an outcome.</li> </ul>	<p>Develop a practical plan that will help minimize waste at the festival.</p> <p>Develop a plan for your presentation at the end of this unit. Identify the key stages and the resources you will need to complete your presentation.</p>
<p><b>Science:</b></p> <p><b>L2: <u>Material World:</u></b></p> <ul style="list-style-type: none"> <li>- Observe, describe and compare physical and chemical properties of common materials and changes that occur when materials are mixed, heated or cooled</li> </ul>	<p>Create a survey for food stallholders at the festival. Investigate how materials are preserved, kept to health and safety regulations; packaged for quality etc. Students can look up what stalls are on display at the festival on the ASB Polyfest website.</p>
<p><b>Learning Languages:</b></p> <p><b>L2/3: Communication; Language Knowledge; Cultural Knowledge</b></p>	<p>Survivor: Devise a list of commonly used words that can help you survive on an one of the Islands displayed at the ASB Polyfest 2010.</p> <p>List the commonly used phrases you hear at the festival e.g, Malo e Lelei, Kia Orana, etc.</p> <p>Retrieve information for your presentation</p>
<p><b>Key Competencies:</b></p> <p>The Key Competencies can be linked to any of the above learning tasks and objectives.</p>	

## TE REO MAORI LINKS

The following Achievement Objectives and Suggested Learning Tasks are guidelines only and are adapted from *Te Aho Arataki Marau mo te Ako I Te Reo Maori – Kura Auraki* (Curriculum Guidelines for Teaching and Learning Te Reo Maori in English-medium Schools: Years 1-13). These activities can be used Pre, During and At the ASB Polyfest 2010. Discussions and activities can be focused around the festival.

ACHIEVEMENT OBJECTIVES (Level 3)	POSSIBLE LEARNING ACTIVITIES
<p>Communicate, including comparing and contrasting, about habits, routines, and customs</p>	<p><b>Students could be learning through:</b></p> <ul style="list-style-type: none"> <li>• Interview classmates about their customs and habits, in the context of a stimulated interview</li> <li>• listening to descriptions of, or reading about, the habits and routines of pupils in different types of school in Aotearoa and filling in checklists appropriately</li> </ul>
<p>Communicate about events and where they take place</p>	<p><b>Students could be learning through:</b></p> <ul style="list-style-type: none"> <li>• arranging an outing to the ASB Polyfest 2010 with a friend, using the telephone or a written message</li> <li>• writing letters and emails that include recounts of your experience at the ASB Polyfest 2010</li> <li>• telling a friend or a group of friends about the different things you saw at the ASB Polyfest 2010</li> <li>• arranging a cultural performance for local kaumātua.</li> </ul>

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Communicate, including comparing and contrasting, about how people travel	<b>Students could be learning through:</b> <ul style="list-style-type: none"><li>• preparing a poster designed to communicate the most effective way of getting to the ASB Polyfest 2010</li><li>• writing a short report of the class/group trip to the ASB Polyfest 2010</li></ul>
Communicate about immediate past activities	<b>Students could be learning through:</b> <ul style="list-style-type: none"><li>• telling a friend or group of friends about the ASB Polyfest 2010</li><li>• writing a letter or email recounting a recent events, specifically the ASB Polyfest 2010</li><li>• Find news articles in te reo Maori on the ASB Polyfest, explain what the highlights were in the article</li></ul>
Give and follow directions	<b>Students could be learning through:</b> <ul style="list-style-type: none"><li>• tracking a course from A to B on the ASB Polyfest map by following directions given verbally or in writing</li><li>• treasure hunting and orienteering at the ASB Polyfest 2010</li><li>• Relaying directions to someone, using the Festival Map.</li></ul>

Please note: These options are guidelines only for teaching and learning about the ASB Polyfest 2010 in Te Reo Maori. If you wish to seek more information regarding teaching and learning Te Reo Maori, please refer to *Te Aho Arataki Marau mo te Ako I Te Reo Maori – Kura Auraki* (Curriculum Guidelines for Teaching and Learning Te Reo Maori in English-medium Schools: Years 1-13).

## REFERENCES & ACKNOWLEDGEMENTS

Ministry of Education (2007) – *New Zealand Curriculum* Learning Media:Wellington

Ministry of Education (2009) – *Te Aho Arataki Marau mo te Ako I Te Reo Maori – Kura Auraki Curriculum Guidelines for Teaching and Learning Te Reo Maori in English-medium Schools Years 1-13* Learning Media:Wellington

**Thanks to the following organizations and people for supporting this passport. You may find these links and contacts useful for student research:**

### HOST SCHOOL:

Sir Edmund Hillary Collegiate  
[www.hillarycollegiate.school.nz](http://www.hillarycollegiate.school.nz)

### SUPPORTING ORGANISATIONS:

ASB Getwise  
[www.getwise.co.nz](http://www.getwise.co.nz)

Coastguard Northern Region  
[www.coastguard.org.nz](http://www.coastguard.org.nz)

Life Education Trust  
[www.lifeeducation.org.nz](http://www.lifeeducation.org.nz)

MaiFM 88.6  
[www.maifm.co.nz](http://www.maifm.co.nz)

Manukau Leisure – AMP'D  
[www.manukauleisure.co.nz/amp'd](http://www.manukauleisure.co.nz/amp'd)

NZ Fire Service  
[www.fire.org.nz](http://www.fire.org.nz)

St John  
[www.stjohn.org.nz](http://www.stjohn.org.nz)

Surf Life Saving New Zealand  
[www.slsnz.org.nz](http://www.slsnz.org.nz)

SMC Events Ltd  
[www.asbpolyfest.co.nz](http://www.asbpolyfest.co.nz)

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