



# A learning from home pack

## for learners in Years 4–6

4 Feb 2022 Final draft version for Ministry trial

## Creativity – How do we express ourselves?

“Creativity is  
intelligence  
having fun.”  
~Albert Einstein

I orea te tuatara  
ka patu ki waho

A problem is solved by  
continuing to find  
solutions.



### Notes for teachers

#### 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 through the next period of the Covid pandemic.

#### Flexibility

The packs are designed to be used flexibly for the types of interruptions learners may face this year.

- They may need to isolate at home.
- Due to health and safety requirements, such as social distancing, your school might not be able to have all students on site. Hybrid learning may start.
- Your school might close, and ākonga would need to learn from home. (Note: the intention under the Covid Protection Framework is to keep schools open.)

## 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 have a good understanding of their learning situations.

Many learners will have siblings at home, as well as whānau who share the same space and devices. Some may have access to the internet and devices, and others may not. Learners will also have varying levels of adult support.

Using materials that are commonly found in homes, the activities in this pack are a mix of activities. Some of these activities require adult support. Others are ones that self-directed learners could manage independently.

This resource is provided as a Word document so that you can adapt it for your learners. For example, you can extend the learning experience by using other digital resources, or remove the digital elements and only have offline activities.

The resource uses a range of books from the Ready to Read series. You might want to send these home with the learner, along with a “my home learning” exercise book, pencils, crayons, or felts, and some craft materials (glue, scissors, construction paper).

## Resources

Look through the activities for resources you will need to send home with your learners.

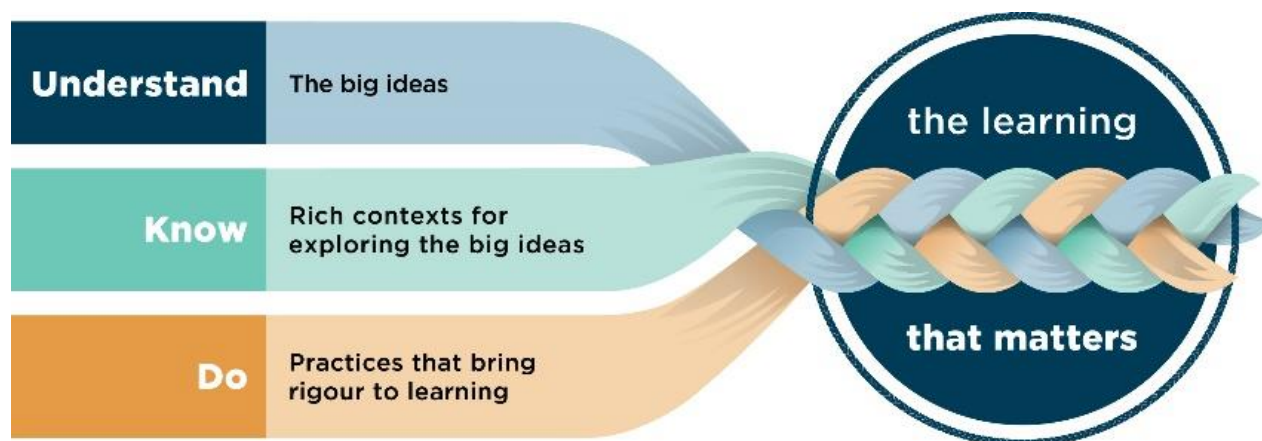
Each day starts with a karakia, check in with the teacher, and setting up the learning environment. The pack contains suggestions, but you can replace these with how you want your learner to start their day, including instructions for your learner to check in with you.

There are links to School Journals. You can send home the books with this pack.

Provide the learners with a home learning book to bring back to class to share.

## 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 Whakaahua 1).



*Whakaahua 1*

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**.

Each day contains a series of learning activities (*Do*). You can use these as standalone days of work or as part of a whole week of learning.

### Notes for parents and whānau:

The following pack includes 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/ learner is working at home, help them set up a space for learning. Ideally, they will have a table or desk space and some essential learning materials that may include pen, pencils, paper, a home learning book, colouring pencils, glue, scissors, and a device. Some of these items can be borrowed from your school.

Help your child/learner plan their day so that you can structure it to factor in your own availability to assist them.

Many of the suggested activities and experiences require the use of online resources which can be accessed and viewed using a Smartphone.

Curriculum information	
<b>Learning objectives</b>	We are learning about how birds have inspired people to create art, dance, stories, and music that adds meaning and purpose to what we learn and do.
<b>Understand (The big idea)</b>	The learning activities in this pack explore the big idea of creativity: How do we express ourselves?
<b>Know (Rich contexts for exploring the big idea)</b>	This big idea will be explored by learning about our connections to birds over time.  The first week we focus on our experiences as birdwatchers (culture and language).  The second week we focus on our relationships with birds in the past and our role as kaitiakitanga (how things change over time).
<b>Do (Practices that bring rigour to learning)</b>	During these learning activities students will:  1. Connect with prior experiences and understandings about birds.  2. Consider how others have been inspired by the presence and life of birds.  3. Communicate their own understandings about birds by creating and sharing what they encounter on their learning journey.

## Notes for parents and whānau

The following pack includes engaging learning activities for your child that can be used at school or at home. All of the activities are framed around the big idea of “Creativity: How we express ourselves”.

If your learner is working at home help them set up a space for learning, they might like to design their own space. Some learning materials may need could include: pen, pencils, paper, a notebook, colouring pencils, glue, scissors and a device. You can borrow some of these items from your school.

If possible, it is recommended that you help your learner plan their day so that you can structure it to work for you.

## Overview of the learning in this pack

The Big Idea for this learning pack is Creativity: How we express ourselves.

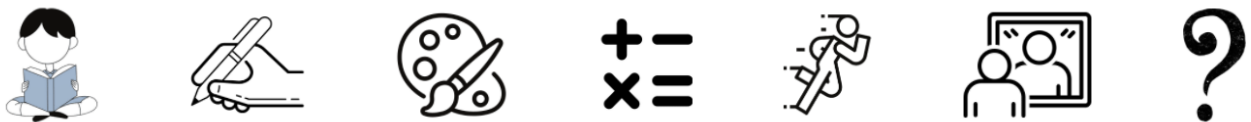
You will explore this Big Idea by learning about our connections to birds over time.

In the first week you will focus on your own and other people's experiences as birdwatchers (culture and language). In the second week you will focus on people's relationships with birds in the past and our role as kaitiakitanga (how things change over time).

You will explore, investigate, discover, and make meaning as you go through each task. There may even be times where you look a little deeper into the topic. Some of the tasks may be independent hands-on tasks while some may involve connecting with others to share learning.

## Daily timetable

Each day the learner will spend the 30 minutes 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 activities for the day and let them choose the order they would like to complete them. You could turn this into a visual timetable by cutting out images (like the ones below) and putting them in order.



Below is a possible daily timetable. We have allocated 30 minutes for each activity. Your learner may take more or less time than this for an activity. We suggest you allow your learner to take the time they need and move unfinished activities into subsequent days if needed.

Time	Activity	Time	Activity
9:00 am	Starting the day	12:00 pm	Lunch time
9:30 am	Activity 1	1:00 pm	Activity 4
10:00 am	Break	1:30 pm	Reflection time
10:30 am	Activity 2	2:00 pm	End of the school day
11:00 am	Activity 3		

Day 1	Day 2	Day 3	Day 4	Day 5
We are activating our prior knowledge about birds and creating our own birdwatching experience.	We are exploring how people are inspired by birdwatching.	We are observing bird movements and watching dancers making bird movements	We are creating a poster to invite people to our performance and looking at how dance is used to share culture.	We are using descriptive language and reflecting on our week of creativity and bird watching

# Day 1: Starting the day (30 mins)

## Notes for teachers and whānau:

Starting the same way each day helps create a structure for your learner. Your school might have your own way to do this, for example starting the day together as a class on Zoom. In this pack we provide a karakia to settle into the day. Saying the karakia with your child/learner a few times will help them be able to do this independently.

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

## What do I need?

Wellbeing check

Daily timetable

Paper and pen/pencil

**Teacher note:** Replace any of the getting started activities with how you want your learner to start the day.

## Karakia

Do you have a karakia that you say in your house or at school? If not here is a karakia to welcome in the day.

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

## Wellbeing check

Watch the reading of “Aroha’s Way” (3 minutes), which can be viewed on a smartphone)

<https://www.healthnavigator.org.nz/videos/a/aro-has-way>

1. Make a list of all the things that might make you worry
2. Write two strategies that you can use to overcome worry

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

## Planning day 1

Set up your space for learning. Grab the things you are going to need. These are the four activities and a reflection for today. Activities 1-3 need to be completed in order. You can do Activity 4 at any time of the day.

Activity 1	Activity 2	Activity 3	Activity 4
<b>Activating my prior knowledge</b>  Reflecting on my own experiences with birds and knowledge of them	<b>Reflecting on a bird experience</b>  Thinking more deeply about one bird experience.	<b>Birdwatching</b>  Observing birds in my garden.	<b>Let’s get physical</b>  Les Mills Born to Move exercise video.

## Activity 1 – Activating my prior knowledge

### Notes for teachers and whānau:

Activity 1 requires the learner to reflect on their experiences with birds and prior knowledge about them. They might like to discuss what they know about birds with whānau. You might have photographs or videos of bird experiences that can be shared.

In this activity we are learning to:

**ACTIVATE** our prior knowledge of birds and experiences with them.

### What do I need?

30 minutes

Home learning book

Read this quote by Sir David Attenborough:

“Everyone likes birds. What wild creature is more accessible to our eyes and ears, and as close to us and everyone in the world, as universal as a bird?”

Close your eyes and think about all the experiences that you have had with birds.

- What birds have you seen in your garden and neighbourhood? Can you name them?
- What birds have you seen at the beach? In the bush? At the zoo?
- Do you have birds as pets?
- Do you like birds? Why or why not?
- Do you have a favourite bird?

Think of the colours, shapes, sounds and movements of the birds that you have seen. You may even recollect touching or smelling them.

In your home learning book write words or draw pictures to show your prior experiences. You might like to share and discuss these experiences with a family member.

Consider what facts you already know about birds and what you wonder about. The following questions might help guide your thinking:

- What do birds eat?
- Where do they live?
- How long do they live?
- How many birds can I name?
- What birds are native to Aotearoa?
- What birds are endangered?
- How have people interacted with birds in the past?
- How do people interact with birds now?

Write words or draw pictures in your home learning book to show your prior knowledge and wonderings.



## Activity 2 – Reflecting on a bird experience

Notes for teachers and whānau:

Activity 2 requires the learner to reflect more deeply on one prior experience with birds. Talking about this experience with whānau will help them to deepen their ideas and clarify their memories.

In this activity we are learning to: <b>REFLECT</b> on one of our prior experiences with birds.	<b>What do I need?</b>
	Home learning book 30 minutes

Think back to one of your experiences with a bird or group of birds and consider how it made you feel. This list of emotions might help your thinking ...

Excited curious surprised frightened interested amused calm energised  
knowledgeable

Discuss the experience with someone in your family if you can.

Divide a page in your home learning book into three columns (see example below) and write the following headings:

- Description of the experience (who, what, where, when)
- My emotions – how I felt
- How I shared the experience (or would like to have shared)

Fill in each column. You could draw a picture underneath to illustrate the experience.

You might like to share your virtual birdwatching experience with your teacher or a classmate.

A birdwatching experience		
Description of the experience (who, what, where, when)	My emotions – how I felt	How I shared the experience or would like to have shared

## Activity 3 – Birdwatching

Notes for teachers and whānau:

Activity 3 requires the learner to observe birds in their garden. To extend the activity, you might like to go for a family walk to your local beach or bush reserve (if possible) to compare and contrast bird life between your garden and places in your neighbourhood.

In this activity we are learning to: OBSERVE the birds in our garden.	<b>What do I need?</b>
	60 minutes Home learning book A towel or blanket to lie on outside <a href="#">Department of Conservation website</a> <a href="#">dawn Chorus with the Bellbird &amp; Tūī</a>

Read the following quotes and whakataukī about birdwatching, and consider why people watch and listen to birds:

*“In order to see birds, it is necessary to become part of the silence”* Robert Lind

*“If you listen to birds, every day will have a song in it.”* Kyo Mclear

*“Ka korokī ngā manu ka tākiri ko te ata” – “The dawn chorus of the birds signals a new day.”*

Find a place in your garden to set up a bird watching station, under a big tree if possible. Lay out a towel or blanket on the ground and sit quietly. If you do not have a big enough place in your garden, you can sit on a chair on a deck. Let the birds get used to your presence. Watch and listen for 20 to 30 minutes. If you have a device, you can video or photograph the birds for a short duration and share with your whānau later. Even if you are near a busy place, birds will still be around. They will sing and communicate with each other.

Answer the following questions in your home learning book:

- What different kinds of birds did I see and hear? You might like to look at the [Department of Conservation website](#) to help you identify common backyard birds.
- What sounds did they make? How would you describe the sounds?
- Was there an extended song or short bursts?
- What were the birds doing?

You might like to draw the birds that you have seen.

If possible, go for a walk with your family to your local beach, river, or bush and compare the birds there with the birds in your garden (please stay home if you have been asked to self-isolate).

- What birds are the same?
- What birds are different?
- Is the birdsong quieter or louder?
- Is the bird activity the same or different?

### Extension idea:

Listen to this YouTube recording of a [dawn Chorus with the Bellbird & Tūī](#). Consider getting up early to hear a dawn chorus in your garden. How is the bird noise and bird activity different early in the morning? Make notes in your home learning book.

## Activity 4 – Let's get physical

### Notes for teachers and whānau:

If weather allows, this activity could be completed outside.

In this activity we are learning to:

MOVE our bodies to music in different ways to support our fitness and wellbeing.

#### What do I need?

30 minutes

A space inside or outside

Water bottle

Device to play an episode from [LES MILLS Born To Move | Fun & Fitness for Children | TVNZ OnDemand | TVNZ OnDemand](#)

Choose an episode from [LES MILLS Born to Move](#) on TVNZ OnDemand.

Follow the instructions and get moving!

Your siblings or parents might want to join in.

Remember to drink plenty of water to keep hydrated.



## Day 1: Reflection

### Notes for teachers and whānau

Today we have filled our imagination with birds. Take some time to talk about the things you have done together. What has surprised you? What did you notice that you hadn't noticed before?

In this activity we are learning to:

- REFLECT on my learning
- PLAN for tomorrow

### What do I need?

- 30 minutes
- My home learning book
- Pencils/crayons/felts

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

What did you enjoy most about today?

What is one thing you learnt today?

What is one strategy that helped you with your learning?

What did you find challenging or distracting? (You ran out of time for some activities, or 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?

Close your book – School is finished for today

## Day 2: Starting the day (30 mins)

### Notes for teachers and whānau:

Starting the same way each day helps create a structure for your learner. Your school might have your own way to do this, for example starting the day together as a class on Zoom. In this pack we provide a karakia to settle into the day. Saying the karakia with your child/learner a few times will help them be able to do this independently.

In this activity you are learning to:	What do I need?
PREPARE my day of learning.	30 Minutes
PRACTICE our karakia/waiata	Wellbeing check
DO a wellbeing self-check	Daily timetable
PLAN out my day with the timetable	Paper and pen/pencil
CHECK IN with your teacher	Birdsong mindfulness

**Teacher note:** Replace any of the getting started activities with how you want your learner to start the day.

### Karakia

Do you have a karakia that you say in your house or at school? If not here is a karakia to welcome in the day.

Kia hora te marino	May peace be widespread
Kia whakapapa pounamu te moana	May the sea be like greenstone
Hei huarahi mā tātou ite rangi nei	A pathway for us all this day
Aroha atu, aroha mai	Give love, receive love
Tātou i a tātou katoa	Let us show respect for each other

## Wellbeing check

### Take time to reflect – How are you feeling today?

- Take some time to think about how you are feeling and your readiness to learn this morning.
- What do you need extra assistance with today? Who could you get to help you? What strategies could you put in place to help make your learning more effective?
- What do you need to finish today from yesterday?

### Birdsong mindfulness

Choose a birdsong recording to listen to from [Sparklers](#). Sit or lie still and listen to the recording. You might like to close your eyes and focus on deep tummy breathing as you listen. This mindfulness exercise will help you feel calm and ready to take on a new day of learning.

## Planning day 2

Set up your space for learning. Grab the things you are going to need. These are the four activities and a reflection for today. The activities can be completed in any order.

Activity 1	Activity 2	Activity 3	Activity 4
<b>How birds inspire us</b> Viewing clips and reading poems about birds	<b>How many birds?</b> Carrying out a statistical investigation to see how many native birds people can name.	<b>Songs about birds</b> Listening to songs that reference birds.	<b>Let's get physical</b> Les Mills Born to Move exercise video.

---

## Activity 1 – How birds inspire us

### Notes for teachers and whānau:

This activity requires the learner to investigate how birdwatching has inspired people to create film and poetry about birds. You could point out other artistic creations that have been inspired by birdwatching, for example, artwork, ornaments, books, and songs. You might have your own bird inspired artwork or artefact to share with the learner.

In this activity we are learning to:

EXPLORE how birds have inspired us.

### What do I need?

30 minutes

A device to play the following YouTube clips:

[Pelican waits in line to be served at fish store](#)

[A day with W the Weka](#)

Copies of the following poems about birds:

["Tui" by Kelly Joseph](#)

["The Eagle" by Alfred Lord Tennyson](#)

Home learning book

### Watch the following two YouTube clips that feature birds:

[Pelican waits in line to be served at fish store](#)

[A day with W the Weka](#)

As you watch the clips, think about why the person shared their film. Was it to entertain? Was it to share an experience? Was it to help us to know more about the bird? Does the clip give you clues about the person who shared it?

Record your ideas about each YouTube clip in your home learning book.

You might be able to share these clips with somebody else in your home. Ask them the same questions you were asked. Were their responses the same or different to yours?

Read one or both of the following poems about birds:

["Tui" by Kelly Joseph](#)

["The Eagle" by Alfred Lord Tennyson](#)

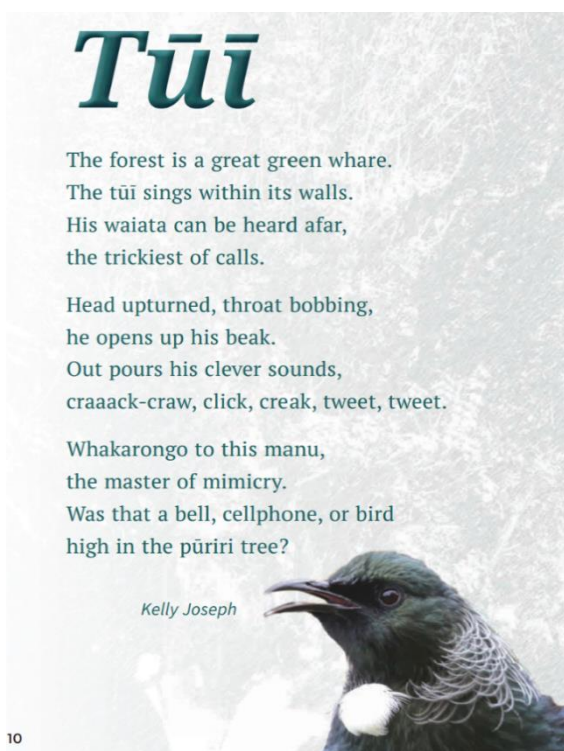
Read the poem silently and then out loud. You might like to share the poems with your whānau and/or record yourself reading it.

Work through the following questions and record your answers in your home learning book.

1. How does the poet describe the bird's appearance, movement, sounds, and habits?
2. What did you learn about the bird through reading the poem?
3. Why do you think the poet wrote this poem?

#### Extension idea

Find artworks, music, songs, poems, or dances that feature birds or groups of birds. What do you learn about birds through each creation? Make notes of these in your home learning book.



## The Eagle

BY ALFRED, LORD TENNYSON

He clasps the crag with crooked hands;  
Close to the sun in lonely lands,  
Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;  
He watches from his mountain walls,  
And like a thunderbolt he falls.

from <https://www.poetryfoundation.org/poems/45322/the-eagle-56d224c9a41d1>



## Activity 2 – How many birds?

### Notes for teachers and whānau:

This activity requires your child to ask people (those who are in the house and maybe others by telephone or other means) to name New Zealand birds. You might need to help them make a list of people to contact and how to do this.

In this activity we are learning to:

INVESTIGATE how many native birds people can name.

### What do I need?

Home learning book

[Department of Conservation website](#)

Draw a large 5x5 table on a page in your home learning book (five columns by five rows). This page will be your data collection sheet. See the example on the next page

In each box write the name of a bird that is native to Aotearoa New Zealand. You could use the list below to help you get started and visit the [Department of Conservation website](#) to find more:

Kiwi	Moa	Fantail/pīwakawaka	NZ pigeon/kererū
Tūī	Kākāpō	Kea	Pūkeko
Kākā	Kōkako	Takahē	White heron/kōtuku
Kingfisher/kōtare	Weka	Morepork/ruru	
Bellbird/korimako	Wax eye/tauhou	Tomtit/miromiro	

Remember to label one box as “other” for birds that you have not listed.

Ask members of your family if they can name ten birds that are native to Aotearoa. Record their answers using tally marks on your data collection sheet. Try to interview at least five people. You could ask people outside your home through a virtual meeting or phone call. Remember to thank each person for taking part in your investigation.

Total up your numbers. We will use the data tomorrow!

## Data Collection Sheet

Moa	Tūī	Kākā	Kiwi	Kingfisher
Bellbird	White heron	Pūkeko	NZ pigeon	Tomtit
Morepork	Takahē	Kea	Fantail	Wax eye
Weka	Kōkako	Kākāpō	Other	

## Day 2: Activity 3 – Songs about birds

### Notes for teachers and whānau:

This activity requires a device to listen to a waiata and a poem. If you do not have access to a device this will only take a few minutes to listen to on a cell phone.

In this activity we are learning to:	<b>What do I need?</b>
EXPLORE songs that have references to birds.	<ul style="list-style-type: none"><li>• Home learning book</li><li>• <a href="#">Hūtia – A traditional Māori waiata</a></li><li>• <a href="#">Yellow Bird recording</a> (older version also available)</li></ul>

Listen to [Hūtia](#), a traditional Māori waiata that is about nurturing (looking after) the young. The bellbird represents the young and the harakeke represents the wider community of families and social groups.

As you listen to the recording, read the English translation for each line.

Hūtia te rito | **Pull out the shoot**

Hūtia te rito o te harakeke | **Pull out the shoot of the flaxbush**

Kei hea te kōmako e kō? | **Where will the bellbird sing?**

Kī mai ki ahau | **Say to me**

He aha te mea nui? | **What is the greatest thing?**

He aha te mea nui o te ao? | **What is the greatest thing in this world?**

Māku e kī atu | **I will say**

He tangata! He tangata! He tangata, hī! | **The people! The people! The people, hī!**

Consider the question – if you pluck the centre out of the flax, where will the bellbird sing?

- Why is the bellbird mentioned?
- Do you think the bellbird's song is a valued taonga to Māori?
- What messages does the waiata share?

Listen to [Yellow Bird](#). This song started out as a poem entitled "Choucouné" by a Haitian poet called Roswald Durand. It was written in 1883. The poet sings to a yellow bird while praising the beauty of a young Haitian girl. The poem was transformed into music in 1893. The English version, which you are listening to, was arranged by Norman Luboff in 1957. Songs and poems, like people, have interesting histories.

Consider why the poet compares themselves to the yellow bird, and why they compare their "pretty girl" to the bird's "lady friend"?

Tomorrow you will select one of these songs to create dance moves to. Which one do you think you might choose?

## Day 2: Activity 4 – Let's get physical (30 mins)

Notes for teachers and whānau:

If weather allows you could do this activity outside.

In this activity we are learning to MOVE our bodies to music in different ways to support our fitness and wellbeing.

### What do I need?

A space inside or outside

Water bottle

Device to play an episode from [LES MILLS Born To Move | Fun & Fitness for Children | TVNZ OnDemand | TVNZ OnDemand](#)

Choose an episode from [LES MILLS Born to Move](#) on TVNZ OnDemand.

Follow the instructions and get moving!

Your siblings or parents might want to join in.

Remember to drink plenty of water to keep hydrated.



## Day 2: Reflection

### Notes for teachers and whānau:

#### What do I need?

In this activity we are learning to:

REFLECT on our learning today.

30 minutes

Home learning book

<https://www.classicfm.com/discover-music/classical-music-inspired-by-birdsong/>

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

What did you enjoy most about today?

What is one thing you learnt today?

What is one strategy that helped you with your learning?

What did you find challenging or distracting? (You ran out of time for some activities, or 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?

As you carry out this reflection you might like to listen to a selection of [classical music that has been inspired by birdsong](#).

Close your book – School is finished for today

## Day 3: Starting the day

### Notes for teachers and whānau:

Starting the same way each day helps create a structure for your learner. Your school might have your own way to do this, for example starting the day together as a class on Zoom. In this pack we provide a karakia to settle into the day. Saying the karakia with your child/learner a few times will help them be able to do this independently.

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

### What do I need?

30 minutes

Wellbeing check

Daily timetable

Paper and pen/pencil

[Face cards](#)

**Teacher note:** Replace any of the getting started activities with how you want your learner to start the day.

### Karakia

Do you have a karakia that you say in your house or at school? If not here is a karakia to welcome in the day.

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

### Whakataukī

Itiiti rearea, teitei kahikatea ka taea –

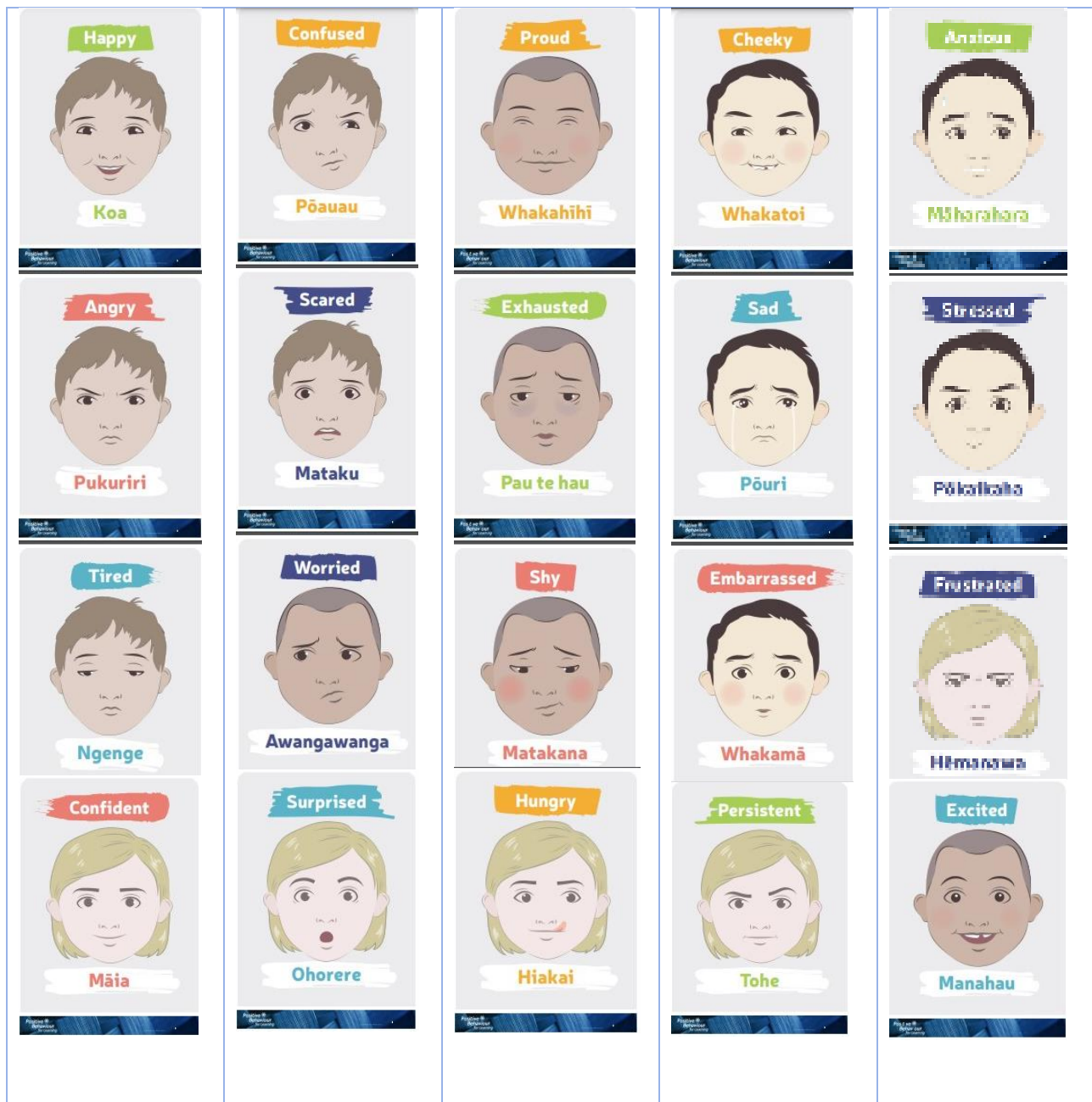
Although the rearea is small it can ascend the lofty heights of the Kahikatea tree

You can either be the bird who's afraid to fly or the one who's too busy flying to feel scared" – Unknown.

### Wellbeing check

Put the [Face cards](#) on the table or floor in front of you or look at them on your device.

- Pick two cards that show how you are feeling. Write these in your home learning book.
- Tell someone in your whānau about why you think you feel like this?
- Pick a new card that shows how you would like to feel today
- Plan to do something that will help you feel like that before the day is done.



## Activity 1 – Today we dance

Notes for teachers and whānau:

Your learner today will need courage to create and perform a dance that is inspired by observations of bird movements. They will be encouraged to identify bird movements: while they eat, fly, land, and react to the presence of other bird like themselves or others.

To observe the bird movements, your learner should go outside and feed the birds. This won't take too much from your food supplies. Think of it as brainfood. Feeding the birds to feed your learner's experiences

They can also watch clips of bird behaviour, however getting them outside to observe should come first. The traditional dances that they will view all started from first-hand observations of real birds.

### What do I need?

In this activity you are learning to:

- USE my observations of birds feeding to identify different ways they move – on the ground, on a branch, in the air, around other birds.

60 minutes

Sun hat

Food for the birds (e.g., bread, rolled oats, overripe banana)

Your garden (or have someone take you to a nearby park)

2 litre container of water

YouTube clips:

Slow motion

<https://www.youtube.com/watch?v=VSzpM8vEAFA>

Amazing Minah

<https://www.youtube.com/watch?v=5Cvve6oqgX4>

Seagulls squabbling

<https://www.youtube.com/watch?v=DDpjTNc6sHE>

Fantails

<https://www.youtube.com/watch?v=zeRitFb1gTQ>

Device (tablet/smartphone) to record individual moves

First-hand observational experience is the best and the most fun. This kind of observation was used to create traditional dances around the world.

To build knowledge about bird movements and behaviour start by feeding some birds.



## Watching birds feeding and moving in the garden

You are going to head out into your garden or ask an adult to take you to a park. Look through this list of things you will need to do to get ready for this learning:

- Wear a sun hat
- Take a face mask if going to a park
- Identify a suitable space that has trees or shrubs and grass in the garden or in a park
- If in going to a park, ask permission from an adult to go and make sure you are accompanied by somebody else from home
- Fill a large empty soft drink bottle or milk bottle with water to soak some of the grass
- Prepare a bag/container of food: 2 slices of bread (torn into small pieces), half a cup of raw rolled oats, an over ripe banana, or cut up apple

You might want to take your notebook to write down or draw the different movements you see the birds making. You can even try to make these movements yourself.

## Watching birds feeding and moving on the Internet

Once you are back home with your notebook, you can watch these videos of birds feeding and moving. Are there any movements or behaviour that you did not see in your own observations?

Slow motion - <https://www.youtube.com/watch?v=VSzpM8vEAFA>

Amazing Minah - <https://www.youtube.com/watch?v=5Cvve6oqgX4>

Seagulls squabbling - <https://www.youtube.com/watch?v=DDpjTNc6sHE>

Fantails - <https://www.youtube.com/watch?v=zeRitFb1gTQ>

In your home learning book write a list of five different moves you observed:

- 1.
- 2.
- 3.
- 4.
- 5.

You could ask someone to film you making these moves using their phone. This will help you to see yourself in motion. Look at your video and see if you want to improve your moves and film them again.

## Activity 2 – Learning from traditional cultural dancers

### Notes for teachers and whānau:

This activity will support the learner by providing two excellent examples of cultural dances that are inspired by bird behaviour. Encourage your learner -everything they are doing in preparation for creating their own dance is the same process that went into the creation of the examples they are viewing.

In this activity you are learning to:	What do I need?
Watch cultural dances to identify how they represent bird behaviours.	30 minutes
Study the use of props that add meaning and depth to the performance	A computer or phone to watch these clips:
Think about what I can use in creating my dance that will add depth.	First Nation hoop dance (from North America) <a href="https://www.youtube.com/watch?v=GX0piwK8jRM">https://www.youtube.com/watch?v=GX0piwK8jRM</a>
Think about what music I can use to support my dance sequence.	Haka Manu (bird dance) Fatu iva (from Samoa) <a href="https://www.youtube.com/watch?v=8PuVPACU_bo">https://www.youtube.com/watch?v=8PuVPACU_bo</a>

WATCH the First Nation hoop dance.

<https://www.youtube.com/watch?v=GX0piwK8jRM>

Think about the types of movements that the dancer is making. Do they look like some of the movements you saw on your observations in the garden?

Look at the props that the dancer is using. How do they add to the movements?

### YOUR TURN

Think of one of the bird moves that you practiced yesterday. Can you add a prop to this move to make it even better? Practice your move and then show it to someone in your house.

WATCH Haka Manu Fau iva

[https://www.youtube.com/watch?v=8PuVPACU\\_bo](https://www.youtube.com/watch?v=8PuVPACU_bo)

Can you see some dance moves that are the same as the hoop dance? What moves are different? Can you tell that this is a dance about a bird?

### YOUR TURN

Think of another one of your bird moves and make some improvements using your new ideas from this video.

## Activity 3 – Dance magic

### Notes for teachers and whānau:

This is the mountain your learner must climb today. They may or may not need your support to create. They will need a supportive and appreciative audience. You might need to organise your household to be there. You could film their creation and share it with friends and family using messenger, zoom or another sharing platform.

In this activity you are learning to:

REVIEW the bird moves/behaviours that I have observed and recorded

USE these moves to create a dance

### What do I need?

60 minutes

Video of my dance moves from activity 1.

Music to dance to (e.g., <https://www.classicfm.com/discover-music/classical-music-inspired-by-birdsong/>)

Someone to film my dance

### Putting it all together

Your task is to create your very own bird dance to music.

1. Find a piece of music that you like and makes you think of your bird. You could use classical music, a waiata, or a traditional song that we have already listened to.
2. Find any props that you would like to use in your dance.
3. Create a dance that uses your bird movements.
4. Practice until you are happy to share your dance
5. Put on a performance for someone at home OR film your dance so that you can share it with your family.

## Day 3: Reflection

### Notes for teachers and whānau:

Connect with your learner and share the emotions you experienced and your response to their dance. Support them to share this with others in a real time and recorded format.

In this activity you are learning to:	<b>What do I need?</b>
Support my wellbeing by actively listening and responding to music	30 minutes
Consider if the process of creating a dance has helped me to be more peaceful and connected.	Gentle music of your choice
	Home learning book

Make a drawing that reflects the music you are hearing.

Imagine colours, lines, and shapes as you listen to the music, and add these to your drawing.

As you make the marks, match them to the rhythm you are hearing.

Your movement across the page will turn your hearing into movements that guide your pencil across the page.

Are you noticing emotions floating out through your body? If you fill your page, put down your drawing instrument and continue to listen mindfully to the music. Do you feel more peaceful and contented? Hope so!

### Wellbeing check

Choose one or two of the face cards that show how you are feeling at the end of your learning today.

Record this in your home learning book.

Compare these with the ones that you chose this morning.

Close the book – your school day is done

## Day 4: Starting the day

### Notes for teachers and whānau:

Today your learner will be creating a poster to advertise their dance. It could be to invite family members to come to a performance, or to watch the video of their dance. They will also be exploring how dance is used to share stories and culture.

In this activity you are learning to:	What do I need?
PREPARE my day of learning.	30 minutes
PRACTICE our karakia/waiata	Wellbeing check
DO a wellbeing self-check	Daily timetable
PLAN out my day with the timetable	Home learning book
CHECK IN with your teacher	Pen/pencils
	<a href="#">Face cards</a>

**Teacher note:** Replace any of the getting started activities with how you want your learner to start the day.

### Karakia

Kia hora te marino	May peace be widespread
Kia whakapapa pounamu te moana	May the sea be like greenstone
Hei huarahi mā tātou ite rangi nei	A pathway for us all this day
Aroha atu, aroha mai	Give love, receive love
Tātou i a tātou katoa	Let us show respect for each other

### Proverb

You were born with wings. You are not meant for crawling, so don't. You have wings. Learn to use them and fly. – Unknown.

What does this proverb make you wonder? How does it make you feel? Write or draw your thinking in your home learning book.

Or you could even take 5 minutes to dance how it makes you feel!

### Wellbeing check

Choose two face cards that show how you are feeling at the beginning of your day.

Record this in your home learning book so you can look back at the end of the day.

## Activity 1 – Dancers love an audience

### Notes for teachers and whānau:

The learner is going to produce an advertising poster for the performance. They will need a photo of them in a dance pose (freeze frame) or they can draw a picture of themselves after looking in a mirror.

In this activity you are learning to:

DESIGN a poster to persuade an audience and advertise our performance.

### What do I need?

60 minutes  
Example of a poster  
Paper  
Ruler  
Pencils, crayons, paints etc  
Photo or picture of your dance move

### Observe the poster

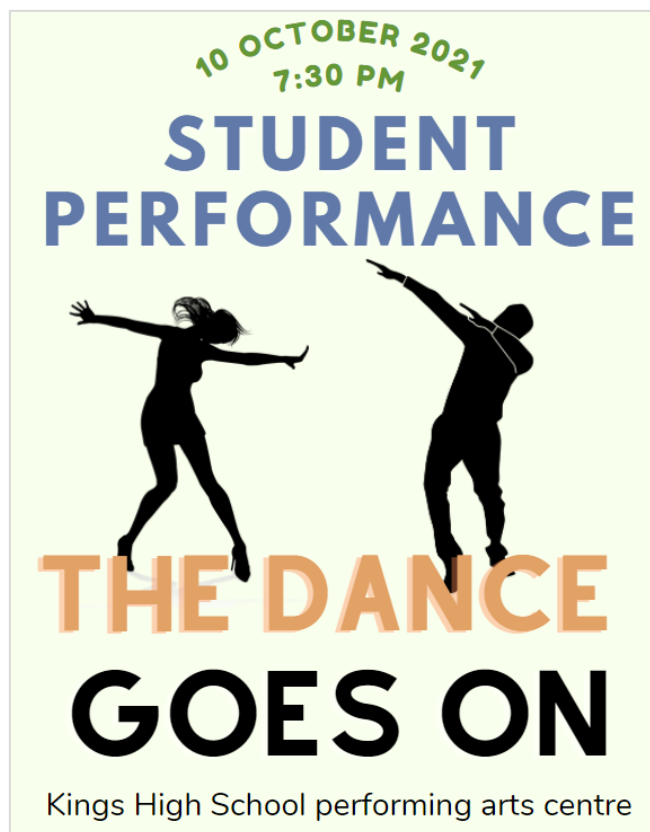
Look at the information that is shown in the poster. Consider:

- Who is dancing?
- What kind of dance style is it?
- What catchy phrase is used?
- What information is provided about when the performance is happening?
- What information is provided about where the performance is happening?
- What imagery is used?

### Design your poster

Now design a poster for your performance. Include a catchy phrase or you can use one of these:

- Dancers love an audience
- Why walk when you can dance



## Activity 2 – Sharing language and culture

### Notes for teachers and whānau:

Dance, song, rhythms, stories are all treasured by the people and cultures who created them. Unlike pop culture music, the responsibility for preserving traditions is taken seriously by the older members of the culture. This has become a more difficult task as people have moved far away from ancestral homes. There has been a movement among different cultural groups to reunite their children to their treasured ways of being. Today your learner will be able to make some connections to the mahi and determination needed to create and protect the traditional ways of being in and representing the world. There is a call to action, and it requires heroes to meet the challenge.

In this activity you are learning to:

UNDERSTAND that dance, songs, and stories are used to pass on the language and culture to future generations.

### What do I need?

30 minutes

<https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-2-November-2018/Tafoe-O>

A computer or phone to watch these clips:

First Nation hoop dance (from North America)  
<https://www.youtube.com/watch?v=GX0piwK8jRM>

Haka Manu (bird dance) Fatu iva (from Samoa)  
[https://www.youtube.com/watch?v=8PuVPACU\\_bo](https://www.youtube.com/watch?v=8PuVPACU_bo)

### WATCH the videos of the dances one more time

The Hoop Dance and Samoan dance were inspired by the behaviour of birds. Each dance is presented using the musical sounds that are recognisable as from their culture.

Both use strong rhythms made by striking a drum. Rhythm in many cultures seems to be used more than melody. The dances tell a story. The audience can link the movements to bird behaviour because of the way the dancers use their body.

The message is reinforced using props. One uses hoops to shape the wings of the thunderbird and the Samoan woman uses feathers to signal a bird.

### READ Tafoe O

Read Tafoe O online or **ask your teacher to send home the School Journal**

The Tokelau dance is not about a bird. When you read the article, you will find out what it is about. The prop used is a big clue.



## Activity 3 – Let's get physical

Notes for teachers and whānau:

If weather allows you could do this activity outside.

In this activity we are learning to MOVE our bodies to music in different ways to support our fitness and wellbeing.

### What do I need?

A space inside or outside

Water bottle

Device to play an episode

<https://www.tvnz.co.nz/shows/les-mills-born-to-move>

Choose an episode from [LES MILLS Born to Move](https://www.tvnz.co.nz/shows/les-mills-born-to-move) on TVNZ OnDemand.

Follow the instructions and get moving!

Your siblings or parents might want to join in.

Remember to drink plenty of water to keep hydrated.





## Day 4: Reflection

### Notes for teachers and whānau:

Connect with your learner and share the emotions you experienced and your response to their dance. Support them to share this with others in a real time and recorded format.

In this activity you are learning to:

Support my wellbeing by actively listening and responding to music

Consider if the process of creating a dance has helped me to be more peaceful and connected.

### What do I need?

30 minutes

Gentle music of your choice

Home learning book

Make a drawing that reflects the music you are hearing.

Imagine colours, lines, and shapes as you listen to the music, and add these to your drawing.

As you make the marks, match them to the rhythm you are hearing.

Your movement across the page will turn your hearing into movements that guide your pencil across the page.

Are you noticing emotions floating out through your body? If you fill your page, put down your drawing instrument and continue to listen mindfully to the music. Do you feel more peaceful and contented? Hope so!

### Wellbeing check

Choose one or two of the face cards that show how you are feeling at the end of your learning today.

Record this in your home learning book.

Compare these with the ones that you chose this morning.

Close the book – your school day is done

## Day 5: Starting the day

### Notes for teachers and whānau:

Today will be about writing a reflection about their accomplishment. The Tumi poem will refill their tank. Yesterday's mahi was monumental for them. Yes, it did require courage. Imagine yourself doing the preparation mahi and the performance. Let them know they are a creative hero. Encourage other audience members to support their endeavour.

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

### What do I need?

30 minutes

Daily timetable

Home learning book

Pen/pencils

[Face cards](#)

**Teacher note:** Replace any of the getting started activities with how you want your learner to start the day.

### Karakia

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

### Whakataukī

E koekoe te kōkō, e ketekete te kākā, e kūkū te kererū – The parson bird chatters, the parrot gabbles, the wood pigeon coos

We have looked at how birds move differently, this whakataukī helps us to think about how our birds all make different sounds too. It prompts us to think that we are unique like our birds – it takes all types of people to make a world, and we can celebrate our differences.

Write or draw in your home learning book what this makes you wonder, and how it makes you feel.

### Wellbeing check

Choose two face cards that show how you are feeling at the beginning of your day.

Record this in your home learning book so you can look back at the end of the day.

## Activity 1 – Bird watching and maths

### Notes for teachers and whānau:

Today we will be using the bird watching data from day 2 - activity 2 (page 17). Your learner is going to be working with the data they collected in that activity. They can also reconnect with the people they interviewed with the data. You might need to help with that.

In this activity you are learning to:

**SORT** the data we collected in our interviews

**MAKE** statements about what the data shows

**THINK** about what this makes us wonder

**SHARE** the results with the people who helped you.

### What do I need?

30 minutes

Survey results that you have recorded in your home learning book (see activity 2).

### Interpreting our data

Your tally chart might look a bit like this:

Moa ###	Tūī ### ////	kākā ////	Kiwi ### ## ////	Kingfisher 0
Bellbird ////	White heron 0	Pukeko ###	Kereru ### ## .....	Fantail ### ## .....

Answer these questions in your home learning book:

1. Which bird was recognised the most?
2. Which bird had the second highest score?
3. Which bird had the third highest score?
4. How many of the birds on your list were not mentioned?
5. How many birds were mentioned that you did not have on your list?
6. Were you surprised about the results in this survey?

## Activities 2 and 3 – Reading and writing bird poetry

### Notes for teachers and whānau:

In this activity your learner will be reading a poem and using their imagination build a picture in their mind. You may need to read this with them once and talk about the different describing words that are use.

In this activity you are learning to:

IDENTIFY adjectives (describing words)

USE your imagination

WRITE a descriptive poem

### What do I need?

60 minutes

Home learning book

<https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-2-November-2016/Close-up>

### Reading and building a picture in our imaginations

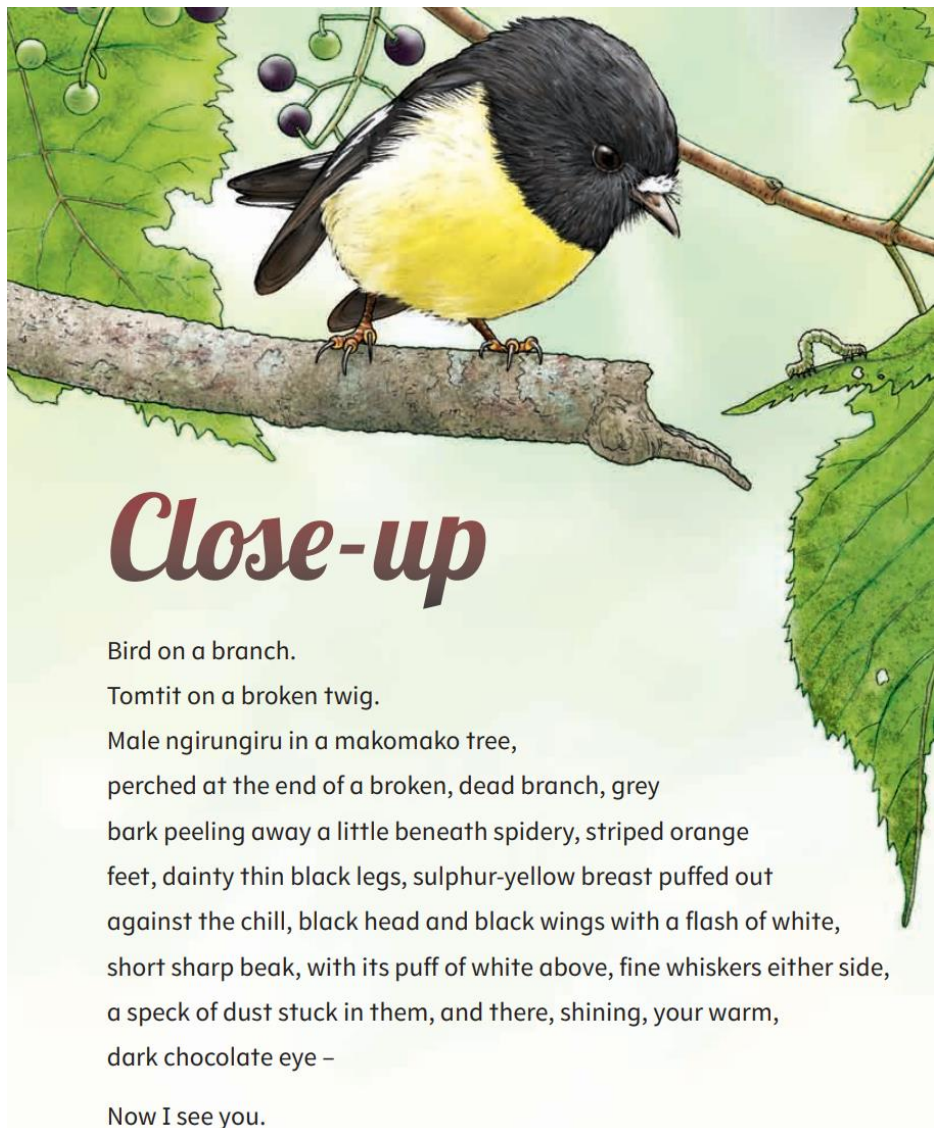
This poem uses adjectives (describing words) to paint a picture in words. If you have someone at home who can help, ask them to read the poem to you while you close your eyes and use your imagination.

See if you can build the picture in your mind.

Now it's your turn.

Read the poem out loud. There are some tricky words that you might need some help with.

Look through the poem and point out the words that describe the bird.



*Close-up*

Bird on a branch.  
 Tomtit on a broken twig.  
 Male ngirungiru in a makomako tree,  
 perched at the end of a broken, dead branch, grey  
 bark peeling away a little beneath spidery, striped orange  
 feet, dainty thin black legs, sulphur-yellow breast puffed out  
 against the chill, black head and black wings with a flash of white,  
 short sharp beak, with its puff of white above, fine whiskers either side,  
 a speck of dust stuck in them, and there, shining, your warm,  
 dark chocolate eye –

Now I see you.

## Writing your own descriptive poem

Think back to the birds that you were observing in your garden or the park, or the ones you watched on YouTube.

Close your eyes and remember what they looked like.

1. What colour was the bird?
2. How big or small was it?
3. Did it have a big beak or a small beak?
4. Where was the bird? In the sky, on the grass, in a tree?
5. What was the bird doing?

In your home learning book write three words that describe your bird for each of these questions:

- |                 |       |       |       |
|-----------------|-------|-------|-------|
| 1. Colours      | _____ | _____ | _____ |
| 2. Size         | _____ | _____ | _____ |
| 3. Beak         | _____ | _____ | _____ |
| 4. Where it was | _____ | _____ | _____ |

Now use these words to write your poem It could be something as simple as this:

I saw a bird with red, blue, and green feathers.

It was a tiny bird.

It had a large beak!

I wondered how it could fly in the deep blue sky.

Read your poem to someone in your house. Ask them to build the picture in their imaginations that you have painted with your words.

## Activity 4 – Reflecting on bird watching

### Notes for teachers and whānau:

This is the final activity in this five-day period. This is an opportunity for your learner to go back through the week's learning and think about the different things they have done. They can choose to extend any of the activities or finish off anything they haven't quite finished.

In this activity you are learning to:	<b>What do I need?</b>
REFLECT on the learning you have done this week.	30 minutes
DISCUSS the different ways you have been creative in your work.	Home learning book

For five days you have focused on how observing and thinking about birds has inspired people to create music, poems, dance, stories, and the wisdom contained in proverbs/whakataukī.

Look back through the work in your home learning book.

**CHOOSE** one of your learning activities, products, or accomplishments that you are most proud of from this week's learning and present it to your whānau, family.

**THINK** about how you could make your presentation engaging and informative for your audience.

**DESCRIBE** the process or learning journey you took to get to this point.

**EXPLAIN** why you are most proud of this piece or learning.

**INVITE** whānau, family to ask any questions about your work or learning journey.

### Finishing time

Look back through your work and see if there is anything you would like to finish off or tidy up.

**CHOOSE** one of your learning activities that you would like to spend more time on.

## 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 this week.

### What do I need?

- 30 minutes
- A notebook or Google Doc – your reflective journal
- 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?

### Wellbeing check

Choose one or two of the face cards that show how you are feeling at the end of your learning today.

Record this in your home learning book.

Compare these with the ones that you chose this morning.

If you have time left – choose a quiet activity 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.

Close the book – your school day is done