<table>
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<th>Focus of learning/topic</th>
<th>Year</th>
<th>Duration</th>
<th>Social Sciences</th>
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<td>Matariki</td>
<td>New Entrant / Level One</td>
<td>2-3 weeks</td>
<td>Social Sciences</td>
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### Conceptual Strands

**Identity, Culture & Organisation**

Students learn about society and communities and how they function. They also learn about the diverse cultures and identities of people within those communities and about the effects of these on the participation of groups and individuals.

**Place & Environment**

Students learn about how people perceive, represent, interpret, and interact with places and environments. They come to understand the relationships that exist between people and the environment.

### Social Inquiry Approach

Students ask questions, gather information and background ideas and examine relevant current issues; explore and analyse people's values and perspectives; consider the ways in which people make decisions and participate in social action; reflect on and evaluate the understandings they have developed and the responses that maybe required.

### Achievement Objective

Children will gain knowledge, skills and experience to:

- Understand how belonging to groups is important to people.
- Understand how the past is important to people.

### Learning Intentions

**Children will:**
- Explore different ways Matariki is celebrated in New Zealand.
- Identify and explain the importance of Matariki in New Zealand.
- Identify differences and similarities between how children celebrate their New Years and Matariki.

### Assessment Task

- Children write on a paper feather what they have learnt about Matariki. This will be attached to a class cloak to show learning and understanding about Matariki.
  
  For those that really struggle with writing I will gauge through talking about what they have learnt and help them to write it.
  
  - Using a Venn diagram in the shape of two stars children draw similarities and differences between their New Years and Matariki.

### Success Criteria

- Looking for children's overall understanding of what they have learnt throughout the unit and why Matariki is important to Māori and how it is celebrated. Children need to have written at least one thing they have learnt from the unit.
- Children will write on one side at least one special thing they do for New Years, in the middle something similar with Matariki and on the other side something special about Matariki.

### Key Competencies:

- Managing Self
  - Working independently
  - Working to a time line
  - Setting goals
  - Self assessing
  - Making choices

- Relating to others
  - Cooperating
  - Negotiating
  - Responding to others’ work
  - Reflecting
  - Observing

- Participating and contributing
  - Listening
  - Justifying
  - Considering options
  - Explaining
  - Providing feedback

- Thinking
  - Hypothesising
  - Inferring
  - Summarising
  - Revising

- Using language, symbols and texts
  - Note taking
  - Selecting information
  - Questioning
  - Presenting ideas in a range of ways

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**Key Question/s and Concepts**

- Why is Matariki important to New Zealanders?
- How do people celebrate Matariki?
### Key resources (for teachers & children)

- Matariki book and CD written by Sharon Holt.
- Fireworks for kids [https://www.youtube.com/watch?v=mVUe_ILiteI](https://www.youtube.com/watch?v=mVUe_ILiteI)
- Template for remembrance board.
- Paper plates and pre made stars for hanging memory.
- Stars above Tekapo youtube clip 2mins16- 2mins46 [https://www.youtube.com/watch?v=F_NZy7ov7aA](https://www.youtube.com/watch?v=F_NZy7ov7aA)
- Black sheet and stars for star gazing corner.
- Felt, tinfoil and other textiles to create Matariki stars.
- Youtube video in blog to demonstrate how to make the kites. [http://rmb6ehs.blogspot.co.nz/2013/06/matariki-kites.html](http://rmb6ehs.blogspot.co.nz/2013/06/matariki-kites.html)
- Pre made kite to show children.
- Wool/string for string games.
- Matariki education resource, Te papa education resource
- Feather template pg 20 &21
- Venn diagram star template.

### Introductory Lesson 1 (Igniter, content, closure)

**SLO:** Identify how we celebrate New Years.

**Lesson overview**

**Introduction:**
- Watching the fireworks and countdown on youtube. Have children all count down together.
- Ask the children when you might see fireworks and celebrate this way?

**Main teaching:**
- How do we as a class and New Zealand celebrate New Years? (Share in a circle of friends).
- Write down children’s ideas on big piece of paper. Value all children’s ideas and things they say.
- Ask the children does everyone in this class do the same thing to celebrate?
- In groups of three discussing what other people might do. Share back.
- Introduce one culture that celebrates New Years differently, Māori culture.

**Activity:**
- Introduce Matariki, what it is with the stars, who is involved, why it is celebrated when it is...
- Read the story ‘Matariki’ by Melanie Drewry,
- Read, stopping on each page to take time and look at the pictures and what is happening.
- Identify key Māori words as reading, whānau, kai...

**Conclusion:**
- Can children see anything different in the way the people in the book celebrate New Years to the way we as a class celebrate?

### Lesson 2 (Igniter, content, closure)

**SLO:** Look at our families and our pasts.

**Lesson overview**

**Introduction:**
- Sitting in a circle of friends passing the big pencil around. Children say who is in their family.
- We all have family some we know and others that lived before we were born these are called our ancestors.
- Brainstorm and write on board together ways our families help and support us.

**Main teaching:**
- Discuss with the class that around Matariki it is a good time for Māori to reflect on the past and remember those that are not with us anymore, look back at the page in the Matariki book with families sharing about loved ones.

**Activity:**
Write a card and draw a picture to someone that has passed away in our lives or someone we don’t see as much anymore. As these are younger children it could be a pet that they write to.
- As a class model the writing and picture
- As a class come up with things we could say, sound out difficult words in the big book. *Eg I liked the way you… I miss…*

Hand children out premade templates for independent work.

**Conclusion:**
- Link back to Matariki, around this Māori New Years it is a time to remember those who are no longer with us and reflect on things.
- With the children’s work create a remembrance board/use a section of the wall in classroom.

**Early finishers**
- Early finishers will decorate their cards in more detail, or choose to write a second card or draw a picture to someone else important to them.

**Children that require extra support**
- Identify children that need extra help with writing and work in a group with them, make up a new word sight sheet of words they might use in their cards such as love, miss etc.

**Extension**
Extend children that need it by getting them to write more and use different and new vocab in their writing.
**Lesson 3 (Igniter, content, closure)**

**SLO.** Share a favourite memory from last year.

**Lesson overview**

**Introduction:**
- Star-gazing lesson.
- Ask the class who has been to an observatory or looked outside at night. What did children see?

**Main teaching**
- In the class there will be black material with glow in the dark stars stuck on made into a tent, children will have turns going in here throughout the lesson.
- Matariki is a time where families reflect on the year that has been and celebrate with family.
- As a whole class watch the stars above Tekapo on YouTube.
- Children lie on the ground and think of something good that happened in the last year.
- Children will share with each other something good that happened and will report back and share with the class.
- Share with the class an example of something that happened in your life, e.g. Last year I got a new pet fish it was really exciting.

**Activity:**
- Children then have the opportunity to make a hanging memory.
- Children get a paper plate. On one side using felts they will draw a picture of their memory.
- On the other side children will stick on pre cut out coloured stars the put glue and glitter on them. Silver ribbon will be attached to the top for children to hang up their memory.
- These will be displayed in the classroom.

**Conclusion:**
- Have children make a circle and place the hanging memory in the middle. Walk around the outside and look at all the different memories.
- Have a few children share what they have created.

**Early finishers:** The interactive whiteboard will be set up and children can go onto an interactive Matariki site and have an explore/play around when they have finished.

**Extension:** Have children create a written story to attach to their picture as another form of describing their memory.

**Children who require extra support:** Work with children in a group. Talk together about different memories, scaffold and help as children create their picture.

**Further learning ideas for this unit**

- Learn the names of the Matariki stars and create stars out of felt, tinfoil and other textiles.
- Re-read the book Matariki by Sharon Holt, in Māori, look for the key words around Matariki. Sing the song and make up actions, use the CD.
- Tree planting, new trees to symbolise Matariki the start of a New Year. Plant seedlings where the school would like trees planted.
- Design and make a Matariki kite. Focus on Matariki kites and how and why they are used. Children will then design and make their kites. These will be made out of paper, dyed with ribbons hanging off the end.
- Look at sharing and kindness and how this is an important part of Matariki as this is a time where all the kai has been harvested and there is plenty to share. As a class make some star biscuits and a card and give to someone as a Matariki gift.
- During the celebration of Matariki people use string/wool to make patterns and shapes, as a class learn a simple shape that all children can create and practice.
- Look into the harvest around Matariki, when is the best time to plant things and collect things. Investigate vegetable gardens. Do children have vegetable gardens at home? What grows in them?
- Plan a Matariki feast and learn all the names of food in te reo. What do people that celebrate Matariki each year eat and how do they cook these things and what is the correct tikanga around preparing and having a feast.
- Share a Matariki feast together with children and parents. Dependent on the school and local community have a Hangi. An alternative to this would be have children each bring in a plate that is their favourite/special to them to share.

(Be aware of dietary requirements and allergies).