

Title: What you know	Catchphrase: Focus on what you know - Mao piri ki tou ukaipo	Value: Certainty
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Health & PE	English
<p>PERSONAL HEALTH AND PHYSICAL DEVELOPMENT</p> <p>Students will;</p> <ul style="list-style-type: none"> • L3: <i>Personal growth and development:</i> Identify factors that affect personal, physical, social, and emotional growth, and develop skills to manage changes. <p>RELATIONSHIPS WITH OTHER PEOPLE</p> <p>Students will;</p> <ul style="list-style-type: none"> • L2: <i>Interpersonal skills:</i> Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them. 	<p>SPEAKING, WRITING, AND PRESENTING</p> <p><i>Language features</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • L3 - use language features appropriately, showing a developing understanding of their effects. <p>Indicators:</p> <ul style="list-style-type: none"> • Uses a range of vocabulary to communicate meaning • Uses a range of text conventions, including most grammatical conventions, appropriately and with increasing accuracy.

<p>Values: Students will be encouraged to value...</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Excellence <input type="checkbox"/> Innovation, inquiry, and curiosity <input type="checkbox"/> Diversity <input type="checkbox"/> Equity <input type="checkbox"/> Community and participation <input type="checkbox"/> Ecological sustainability <input type="checkbox"/> Integrity <input checked="" type="checkbox"/> Respect 	<p>Key Competencies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using Language, Symbols, and Text <input checked="" type="checkbox"/> Thinking <input type="checkbox"/> Participating and Contributing <input type="checkbox"/> Relating to Others <input checked="" type="checkbox"/> Managing Self 	
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	Mashy GFX	Catchphrase	Brain Thoughts
Activities	<ul style="list-style-type: none"> • Discussion prompts • Fact or Opinion 	<ul style="list-style-type: none"> • Discussion prompts • Colouring page • Sensory adjectives 	<ul style="list-style-type: none"> • Discussion prompts • Show it; don't say it

Activity Breakdown

These activities are grouped with the relevant videos, however they could be used at anytime.

Mashy GFX

- Chat Prompts: *We are learning that we all have thoughts and opinions about what we watch, see, and hear.*

Either as a large group, several small groups, or pairs, allow students to respond to these prompts for discussion. (See attached sheet - a)

- Fact or Opinion?: *We are learning to identify fact from opinion.*

Students will mark whether the statements are fact or opinion. Answers: F, F, O, F, O, F, O, F, F, F, O, O, O, F, O, F, O, O, O, F.

(See attached worksheet - b).

Catchphrase

- Chat Prompts: *We are learning that we all have thoughts and opinions about what we watch, see, and hear.*

Either as a large group, several small groups, or pairs, allow students to respond to these prompts for discussion. (See attached sheet - c)

- Colouring Page: *We are learning to promote the importance of focussing on what we know in times of uncertainty.*

Students can use the given colouring page or design and create their own poster to help promote the importance of focussing on what we know in times of uncertainty. (See attached sheet - d)

- Senses Sort: *We are learning that adjectives can engage our senses, and help our creative writing come more alive.*

Students highlight the adjective based on their colour key, deciding which sense it fits. Some of the adjectives could be used in more than one category, use your own judgement. (See attached sheet - e)

Brain Thoughts

- Chat Prompts: *We are learning that we all have thoughts and opinions about what we watch, see, and hear.*

Either as a large group, several small groups, or pairs, allow students to respond to these prompts for discussion. (See attached sheet - f)

- Paint me a picture: *We are learning to use descriptive writing to 'show rather than tell' our audience what we are trying to describe.*

Students will use descriptive language to 'show' their audience what's happening rather than 'telling' them. (See attached worksheet - g)