

<b>Title:</b> <b>Celebrate Diversity</b>	<b>Catchphrase:</b> <b>We are all different and different is good - Ko ngā tāngata tūturu mātou</b>	<b>Value:</b> <b>Diversity</b>
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<b>Health &amp; PE</b>	<b>Mathematics and Statistics</b>
<p>RELATIONSHIP WITH OTHER PEOPLE</p> <p>Students will;</p> <ul style="list-style-type: none"> <li>• L2: <i>Identity, sensitivity, and respect</i>: Describe how individuals and groups share characteristics and are also unique.</li> <li>• L4: <i>Identity, sensitivity, and respect</i>: Recognise instances of discrimination and act responsibly to support their own rights and feeling and those of other people.</li> </ul>	<p>STATISTICS</p> <p><i>Statistical investigation</i> - Students will:</p> <ul style="list-style-type: none"> <li>• L3 - Conduct investigations using the statistical enquire cycle: <ul style="list-style-type: none"> <li>- Gathering, sorting, and displaying multivariate category and whole number data and simple time-series data to answer questions</li> <li>- Identifying patterns and trends in context, within and between data sets</li> <li>- Communicating finding, using data displays</li> </ul> </li> </ul>

<p><b>Values:</b> Students will be encouraged to value...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Excellence</li> <li><input type="checkbox"/> Innovation, inquiry, and curiosity</li> <li><input checked="" type="checkbox"/> Diversity</li> <li><input type="checkbox"/> Equity</li> <li><input checked="" type="checkbox"/> Community and participation</li> <li><input type="checkbox"/> Ecological sustainability</li> <li><input type="checkbox"/> Integrity</li> <li><input checked="" type="checkbox"/> Respect</li> </ul>	<p><b>Key Competencies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using Language, Symbols and Text</li> <li><input type="checkbox"/> Thinking</li> <li><input checked="" type="checkbox"/> Participating and Contributing</li> <li><input checked="" type="checkbox"/> Relating to Others</li> <li><input checked="" type="checkbox"/> Managing Self</li> </ul>	<p><b>Resources</b></p>
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	<b>Mashy GFX</b>	<b>Catchphrase</b>	<b>3MD</b>
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Discussion prompts</li> <li>• Interview and write a report on someone in the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion prompts</li> <li>• Colouring page</li> <li>• Statistical investigation identifying different opinions in the class</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion prompts</li> <li>• Wristbands for all tastes</li> </ul>

## 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)

• Introducing...: *We are learning that everyone has something which makes them unique and these are to be celebrated.*

In the hopes of establishing something that makes an individual unique, students will choose from a range of questions, covering a variety of topics, to conduct an interview with someone in the class that they don't know very well. Using the provided template they will then present their 'findings' in a written format. (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 celebrating diversity.*

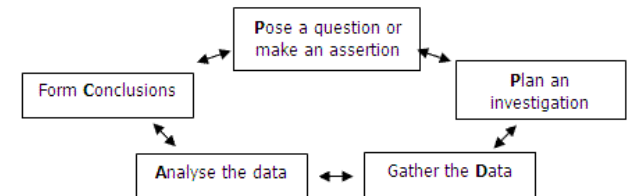
Students use the colouring page to show their diversity in design. There is a choice of the catchphrase in English or Maori. (See attached sheet - d and e)

• Stats/Data collection: *We are learning that having different opinions creates diversity.*

*We are learning to conduct a statistical investigation of opinions within our class.*

Students use the set questions to complete the cycle of a statistical enquiry. If appropriate students could also create their own questions.

(See attached sheet - f)



### **3MD**

• 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 - g)

• Diverse Wristbands: *We are learning to celebrate diversity with three different styles of wristband to make.*

Students use simple items to create three different styles of wristband. (See attached worksheet - h)