



EXPLORE CHINA

Social studies: Y4-7

Objectives	
<p>Achievement outcomes</p> <p>Students will gain knowledge, skills and experience to:</p> <ul style="list-style-type: none"> • Describe customs and traditions associated with participation in cultural activities (L1). • Recognise ways in which communities reflect the cultures and heritages of their people (L2). • Understand how people interact within their cultural groups and with other cultural groups (L2). • Appreciate how practices of cultural groups vary but reflect similar purposes (L3). 	<p>Learning area: Social studies</p> <p>Years: 4-7</p> <p>Curriculum level: 1-3</p> <p>Unit duration: Four lessons</p>

Integration into other learning areas:		
English - speaking, writing, presenting		
Purposes and audiences: Recognise how to shape texts for a purpose and an audience.		
Values:	Key competencies:	Principles:
Excellence Innovation, inquiry, and curiosity Diversity Respect	Thinking Using language, symbols, and texts Managing self Relating to others	High expectations Cultural diversity Learning to learn Future focus

Assessment opportunities:	
<p>Learning focus:</p> <p>In this mini-unit students work independently on differentiated learning activities to explore China. Students select activities based on their interest and assess their own learning at the end.</p>	<p>Context:</p> <p>Students have the opportunity to learn about the culture and customs of China which includes basic facts, the Lantern Festival, trade and cuisine etc.</p>

Lesson sequence:	
Lesson	Activities/resources
1. Students will learn basic facts about China.	<p>Kahoot: Fun facts about China China country poster</p> <p>Students can download the folder, use the select tool to highlight interesting facts from the poster and then save on their device for later reference.</p> <p>Activity 1: Learning basic facts about China.</p>
2. Students will select an activity and undertake an inquiry process to complete the task.	Activity 2: Imagine you are a...
3. Students will complete their selected activity.	Activity 2: Continued
4. An opportunity for students to share work with classmates. Students will also reflect on their learning, acknowledge successes and identify areas for improvement.	<p>Students to share their completed work from Activity 1 and 2 with classmates digitally. Classmates can complete each other's Kahoots, explore Google's My Maps, street food vendor menus etc; and provide constructive feedback on each other's work.</p> <p>Activity 3: How did I go?</p> <p>Use Kahoot Challenge mode if desired for summative assessment (see below).</p>

Kahoot Challenge for personalised learning:

Rather than hosting a live game, teachers can now set a Kahoot as a challenge. Go to 'play' and select 'challenge'. You can then assign a date and a time for the challenge. This allows students to complete the challenge individually, and teachers also have the option to allow multiple attempts of each quiz. See Kahoot [Distance learning Guide](#).

Extending learning:

To focus more on level 3 of the curriculum, students can compare and contrast daily life in China with daily life in New Zealand by exploring language, population and food etc.

Students can also investigate China as a tech savvy nation, or explore New Zealand's trade partnership with China and learn some tips for doing business in the region.

Additional resources:

[Discover China teaching resource: Y3-4](#)

[China country information](#)

Manying Ip, [Chinese - The first immigrants](#), [Te Ara - the Encyclopedia of New Zealand](#)

Asia Media Centre articles:

- [An A to Z of China's tech scene: All the terms you should know](#)
- [Video: The importance of WeChat in China business - Jack Sheppard](#)
- [Style Guide: PRC, China, CCP or Chinese?](#)