



CULTURAL DIVERSITY

SOCIAL STUDIES AND HEALTH: YEAR 7-10

OBJECTIVES	
<p>Achievement outcomes</p> <p>Students will gain knowledge, skills, and experience to:</p> <p>Social studies Level 4</p> <ul style="list-style-type: none"> Understand how and why people pass on and sustain culture and heritage and that this has consequences for people. <p>Social studies Level 5</p> <ul style="list-style-type: none"> Understand how cultural interaction impacts on cultures and societies. Understand that people move between places and how this has consequences for the people and the places. <p>Health Level 4</p> <ul style="list-style-type: none"> 4A4 Students will describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth in relation to cultural differences. 4C2 Students will recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people, for example, in cases of non-inclusiveness or cultural difference. <p>Health Level 5</p> <ul style="list-style-type: none"> 5C2 Students will demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of other people, for example, through considering bullying, harassment, and/or racism. Students will investigate and evaluate features of the school environment that affect people's well-being and take action to enhance these, for example, such features as classroom climate, canteen policy, student support services and inclusive cultural practices. 	<p>Learning area: Social studies and/or Health</p> <p>Years: Year 7-10</p> <p>Curriculum level: 4-5</p> <p>Unit duration: 5 weeks</p> <p>Note:</p> <p>This resource has been designed as an integrated unit for Social Studies and Health teachers to co-teach but can also be taught as a stand-alone unit for Social Studies or Health.</p> <p>If you are planning to co-teach the unit, this is the suggested order:</p> <ol style="list-style-type: none"> Social Studies 1* Health 1* Social Studies 2 Health 2*n Social Studies 5 Social Studies 6* or Health 7 Health 6* Social Studies 3 Social Studies 4* Social Studies 11 Health 5* Social Studies 7* Social Studies 8* Social Studies 9 Social Studies 10 a and b* Health 3 Health 4 Social Studies 12-16 or Health 8-10 <p><i>*Lessons suitable for both subjects.</i></p>

LEARNING OUTCOMES

Students will be able to:

1. Describe how people's different values influence their perspectives and actions, and how that influences their tikanga.
2. Describe some cultural competencies they learnt to gain confidence and show respect on a field trip or experience in a local Asia space or with Asian people.
3. Identify connections they have to Asian cultures and peoples.
4. Compare a Māori model of well-being (hauora), with other Asian models of well-being.
5. Design their own 'ideal' model of well-being based on their research with ideas borrowed from other cultures.
6. Identify and carry out health promoting action, or a social action campaign in their classroom, school or community to develop positive and respectful attitudes and values to foster understanding and acceptance of cultural diversity.

INTEGRATION INTO OTHER LEARNING AREAS

English - Speaking, writing, presenting

- Recognise how to shape texts for a purpose and an audience.

Digital Technologies - Design and develop digital outcomes

- Students develop knowledge and skills in using different technologies to create digital content for the web, interactive digital platforms and print. They construct digital media outcomes that integrate media types and incorporate original content.

Languages - word knowledge, definitions and pronunciation

- Developing their word knowledge and meanings through some of the lessons will ensure that a greater understanding of that cultural context is available to the students.

Values:	Key competencies:	Principles:
Diversity, Community and participation, Integrity, Respect	Thinking, Using language symbols and texts, Managing self, Relating to others, Participating and contributing	Cultural diversity, Inclusion, Community engagement, Future focus

UNIT FOCUS

Learning focus

Students will develop cultural competencies to better understand and engage with cultural, ethnic, social or religious groups of Aotearoa New Zealand and Asia. Students will learn the protocols for visiting Asian sites and how to be respectful of different cultural

Context

Students will learn about New Zealand's changing demographics, explore New Zealand's connections with Asia. Investigate Māori and Asian models of health and well-being. During this unit you can invite local Asian community members to speak to your class, arrange Asia-

<p>values and beliefs. Students will also gain confidence to take health promoting action, or a social action campaign to enhance the acceptance of cultural diversity in their school and community.</p>	<p>focused workshops, or organise a field trip to visit a local Asian space in your community.</p>
---	--

GUIDE TO USING THIS RESOURCE

Social studies and Health teachers of the same class have the opportunity to collaborate together and co-teach this unit. This resource would also suit a teacher who is able to deliver an integrated unit, such as an intermediate teacher, or at a secondary school that offers integrated studies.

This unit could be used by either a Social studies teacher or a Health teacher working alone. To cater for this, we have designed lessons that allow for the development of skills in both Health and Social studies. The teacher will be able to bring the subject perspectives to be at the forefront depending on their speciality.

While there are 16 Social studies lessons and 8 Health lessons, we have identified lessons that can be used by both curriculum areas:

- Social Studies: 1, 4, 6, 7,8 and 10b
- Health: 1,2,5,6

SOCIAL STUDIES LESSON SEQUENCE

LESSON	ACTIVITIES/RESOURCES
<p>Social Studies 1</p> <p>Focus question: Who am I? (So I can better know others).</p> <ol style="list-style-type: none"> 1. To start the unit, students complete a See, Hear, Feel analysis in a Y diagram in response to the question: 'What would a society that cares for, respects and includes all ethnicities feel like?' 2. Unpack student's responses and explain that through this unit we will be gaining some cultural competencies (knowledge on what different ethnicities or cultural groups believe and how it affects their actions) to better respect and care for each other. 3. Complete a Kahoot quiz. This will help to start the discussion around what the class knows and might be interested to know more about. 4. Work through pepeha presentation and ask students to think about some other ways that people from different cultures may introduce themselves. 5. All students to complete their own pepeha, to consider their own cultural understandings before building cultural competencies in other cultures. This task may be completed for homework if research is required. Please note not all aspects of the pepeha will relate to all students. 	<p>Y-chart instructions link (From Coburg North Primary School)</p> <p>Kahoot link: What do you know about Asia?</p> <p>Pepeha presentation slides 1-15</p> <p>Resource 1: Pepeha template or; Pepeha NZ online tool link.</p> <p>Resource 2:</p>

<p>6. Students complete the 'My cultural iceberg' analysis on themselves.</p> <p>7. Students share their analysis with a classmate and then all students to share with the class one new thing they learnt about their partner.</p>	<p>My cultural iceberg</p> <p>If you are concerned about non-Māori developing pepeha, read this NZ Herald article Can Pākehā pepeha? Some alternatives to pepeha at the bottom.</p>
<p>Social Studies 2</p> <p>Focus question: What connections do we have to Asia, as individuals, as a community, as a country?</p> <ol style="list-style-type: none"> 1. Brainstorm what students already know about New Zealand's connections with Asia using Socrative (or whiteboard). Pose the 'Short answer' question: <i>Name all the ways New Zealand is connected to countries in Asia.</i> 2. Discuss why some of those connections exist (relate to Social studies concepts – economic, historical, social, environmental, political etc, e.g. immigration). 3. Read through the Statistics New Zealand infographic. This infographic can be downloaded as a pdf. Ask students: does this help reinforce, or support any of our ideas about our connections to Asia? Add any additional points to the Socrative (or whiteboard brainstorm). 4. In groups, students read through one of the Asia New Zealand Foundation country posters and add to the Socrative (or whiteboard brainstorm) any additional ways New Zealand is connected to each country. 5. Use the export function on Socrative to collect all student responses and make this into a Word Cloud using wordcloud.com or wordle.net. Display your word cloud on the walls in the class. 6. Students work on human history road activity. This may be completed for homework or continued the next lesson. 	<p>Stats NZ infographic: New Zealand as a village of 100 people</p> <p>Asia New Zealand Foundation: Country posters</p> <p>Resource 3: Human history road</p> <p>Asia Media Centre: New Zealand Census: The country's growing diversity</p>
<p>Social studies 3</p> <p>Focus question: How does our relationship with Asia impact our economy?</p> <ol style="list-style-type: none"> 1. Use the free trade agreement (FTA) presentation to start a discussion on what a FTA is, and which trade partners we have them with. FTAs can also strengthen cultural connections between trading partners through education, indigenous partnerships and tourism etc. 2. Complete a jigsaw activity. Divide the class into groups of three, numbering students off 1 - 3. Then group all the students together in their number groups and each group to watch one of the three different video clips on the impact of the FTAs and 	<p>FTA presentation slides 16-25</p> <p>RNZ: NZ strikes deal on China free trade deal upgrade (3:19)</p> <p>YouTube: ASEAN-Australia-New Zealand Free Trade Agreement (AANZFTA) (2:28)</p>

<p>discuss. Students then report back to their original group of three to share what impact the FTAs had in New Zealand.</p> <p>3. Students to choose one of the FTAs New Zealand has in place with a trade partner in Asia and research it to complete a list of reasons for the FTA, and list of effects of the FTA. Focus on what led to the creation (causes) and the consequences of the FTAs.</p> <p>4. Students to construct a paragraph explaining the causes and consequences of the FTA with New Zealand.</p> <p>5. For advanced learners, read articles by Hon Dr Pita Sharples, former Member of Parliament to consider the NZ-China FTA.</p> <p>6. Students to draw an image of a Chinese dragon and a taniwha and around them note all the connections made between the two cultures – both historical connections and beliefs and ideas. Also, take note of any key te reo Māori kupu (words) and Chinese terms and write definitions for these on the paper.</p>	<p>Daily Motion: Korea-New Zealand FTA eliminates tariffs (2:21)</p> <p>Scoop speech: Pita Sharples to NZ-China Partnership Forum</p> <p>NZCTA article: Our Taniwha Economy: Talking trade with the Chinese Dragon</p>
<p>Social studies 4</p> <p>Focus question: What does someone need to consider if doing business with Asia?</p> <p>1. Start with the true or false quiz on business etiquette in Asia.</p> <p>2. Split the students into seven groups and allocate one country to each group (China, India, Indonesia, Japan, Malaysia, Singapore and South Korea).</p> <p>3. Students read the information on the websites provided about the country that was allocated.</p> <p>4. Students to choose a method to communicate the business etiquette and expectations. Then they share this with the class.</p> <p>5. For recap, students across the class can act out the behaviours/etiquette in a freeze frame. The rest of the class is to guess the country or etiquette.</p> <p>6. Class to read the article on the five things Māori and Asian cultures have in common and watch the YouTube clip on how kapa haka has forged links with China for Māori.</p> <p>7. As a class, discuss how this might be an advantage for Māori to do business with people in Asia.</p> <p>Extension task: Reading on Māori and Asian connections on Te Ara. Students to create a poster representing the timeline of connections between Māori and Asia.</p>	<p>Resource 4: Business etiquette True or False</p> <p>Resource 5: Business etiquette task - student instructions</p> <p>Asia Media Centre article: 5 things Māori and Asian cultures have in common</p> <p>YouTube clip: Māori forge business links to China through haka</p> <p>Extension reading: David Capie, 'Asia and New Zealand - Early contacts with Asia', Te Ara - the Encyclopedia of New Zealand</p>
<p>Social studies 5</p> <p>Focus question: What's in a name?</p> <p>Tasks 1-6 are also outlined in the PowerPoint presentation:</p>	<p>What's in a name presentation slides 26-37</p> <p>Radio NZ article: Top baby surname reflects New</p>

<ol style="list-style-type: none"> 1. Students list the top ten baby surnames from 2019 in order from 1 -10, based on which names they think are the most common. 2. Students read the article on baby surnames in 2019 and view the names data followed by a class discussion with questions on the presentation (slides 3-6). 3. Class discussion on meaning of names and why Sikhs use the names Singh and Kaur as part of their faith. 4. Students read the text Sikh Faith in New Zealand for context and identify four to five key points. 5. Students to do research on Sikh communities in New Zealand to learn more about Sikh migration and key service element in their beliefs and the Sikh response to the lockdown and helping families in need. Students to choose or be assigned one article or video to research and report back on. 6. Students plan to complete a service activity for homework. 7. To conclude the lesson on names, recap with students the importance and meaning behind names for the Sikh community. The list of baby surnames shows that New Zealand's demographics are changing with some Indian and Chinese surnames becoming more common. Ask the class, is it important to pronounce people's names correctly? <p>Homework – Students watch TNVZ video that shares how important it is to get pronunciation of names correct.</p> <p>Extension – students interested to learn more about Chinese names can read an article about the most famous wrong surname in New Zealand, Sew Hoy and watch an Asia Media Centre video on how to pronounce common Chinese names.</p> <p>Otago Daily Times: Sew Hoys to gather where name began</p> <p>Asia Media Centre video: How to pronounce Chinese surnames (1:01)</p>	<p>Zealand's changing demographics</p> <p>Resource 6: Sikh faith in New Zealand</p> <p>Stuff: Sikhs in New Zealand have quadrupled in number since 2006</p> <p>Newshub video: Sikh community feeds 15 thousand families over past fortnight (3:00)</p> <p>The Spinoff article: How Indian communities stepped up in lockdown New Zealand</p> <p>TVNZ One News: Is mispronouncing names racist? These school kids think so and are taking a stand (4:50)</p>
<p>Social Studies 6</p> <p>Focus question: How else does religion impact on Asian migrants to NZ?</p> <ol style="list-style-type: none"> 1. Students to choose a religion from the list of diverse religions in New Zealand on Te Ara and read about their religious beliefs. 2. Find two more sources that share information about the belief system and the ways it impacts on people's actions. 3. Students to make a list of all aspects of the belief, what they believe and ways they show it – actions they take. Beside each aspect or action, write why this religious group do it, and how it impacts people. For example, from the previous lesson, Sēvā (selfless service) is an important aspect of religion for Sikh people. This impacts Sikhs as they help others, their wellbeing is 	<p>Paul Morris, 'Diverse religions', Te Ara - the Encyclopedia of New Zealand</p> <p>Extension readings Asia Media Centre articles:</p> <ul style="list-style-type: none"> • Ramadan 8 things to know • Explainer: Buddhism in New Zealand

<p>positively impacted and they will prioritise others over themselves..</p> <p>4. Students to share these ideas with the class.</p> <p>Extension – students can read articles on Islam and/or Buddhism in New Zealand.</p>	
<p>Social Studies 7</p> <p>Focus question: How does place impact on your behaviour?</p> <ol style="list-style-type: none"> 1. Place the image cards around the room, and have the students move around and brainstorm on post-its or on the paper around each picture how people are expected to behave in those spaces, why and how we know that (ask them to name their post-its). 2. Students then walk around the room in pairs and read others' comments and, also in pairs, name the value the expected behaviour shows, e.g. if it says no stepping over bodies in the wharenuī, it is because the belief around tapu o te tangata, the body is sacred in te ao Māori. 3. Pose the challenge to the class to find a person to work with who said they expected a different behaviour in the same type of space – for instance, someone who said no shoes in the house could work with someone who said they wear shoes in the house. They are to talk through how they could communicate if this happened in real life, and how might they negotiate how to behave. 4. This could lead to establishing a class contract for expected behaviours in the class if it is the beginning of the year, or at a time when change is required. 	<p>Resource 7: Image cards</p>
<p>Social Studies 8</p> <p>Focus question: Do people have different expectations in different homes?</p> <ol style="list-style-type: none"> 1. Students to draw a bird's eye view of their home. They are to annotate each room with the expectations of behaviour in that space. 2. Class discussion on what dictates our behaviour. Eg. expectations of others, traditions, physical space, who shares the space, purpose of the room. 3. Choose one of the rooms from around the world (see Huffpost link) and consider how the expected behaviours may be different. Research that country to see if you can better understand their belief systems around bedrooms. 4. Watch clips on how to behave in Chinese and Japanese homes. 5. Using Cultural Atlas, students complete a 'how to' guide on behaviour in the homes of a country in Asia. The class could 	<p>Huffpost: 21 intimate photos from bedrooms around the world. Show class images on projector.</p> <p>YouTube: Asian House Rules - 5 Things To Do When You Visit A Chinese Home (4:47)</p> <p>YouTube: How to Visit Someone's House Innovative Japanese culture (2:56)</p> <p>Cultural Atlas: Cultural profiles (etiquette sections).</p>

<p>collaborate to build a website in google sites, or an infographic using Canva, or create an animation with Powtoon.</p>	
<p>Social Studies 9</p> <p>Focus question: How are we expected to behave at significant sites in Asia?</p> <ol style="list-style-type: none"> 1. Students to take a 360 tour of Angkor Wat. 2. In pairs, students think about and share any cultural expectations they saw or thought of when watching the tour. (Note, people are usually discouraged from taking photos or video because Angkor Watt is a sacred site). 3. Brainstorm using socrative.com this question via 'Quick Question', 'Short Answer': What considerations would need to be taken if making a VR tour of a cultural site? Discuss students' thoughts. 4. Read Lonely Planet article about Angkor Wat. Students to write a paragraph about the importance of Angkor Wat to Cambodia and expected behaviours. 5. Students to choose another historical site located in Asia and research the importance of the site to the country, and expected behaviours. For intermediate classes, the Meiji Temple website links provide a good starting point. 6. Students shift thinking to focus on etiquette for visiting a religious and cultural site in New Zealand such as a mosque. Watch Newshub Am Show video clip (5:09) and read article: what you need to know if you're visiting a mosque <p>For classes more interested in the development of technology, watch YouTube: Discover With Dia (2:23) on VR at world heritage sites: Now you can visit world heritage sites in virtual reality. Students could make their own VR tour of a place of significance to them.</p>	<p>YouTube: Angkor Wat guided tour: watch until 3:26.</p> <p>Lonely Planet: Angkor Wat - get to know Cambodia's most iconic temple</p> <p>Asia New Zealand Foundation Country information: Cambodia</p> <p>Suggestions of other sites: Visiting Meiji Temple: Meiji Jingu: How to visit Feel Shinto: How to pay a visit</p> <p>WikiHow: How to Be Respectful when Visiting a Hindu Temple</p> <p>China Highlights: How to Visit a Chinese Temple</p> <p>Watch Newshub Am Show video clip (5:09) and read article: What you need to know if you're visiting a mosque</p>
<p>Social Studies 10a</p> <p>Focus question: How is culture reflected through food and eating?</p> <ol style="list-style-type: none"> 1. Read through the Stuff article on dinner in four Kiwi households. 2. Students complete a Venn diagram comparing Zahabia Rehan's family dinner 'Food is the link to the family' and their own family dinner. What things are similar, what things are different and annotate the diagram with any reasons they think. Share this with a peer. 	<p>Stuff article: Come for tea - 4 Kiwi dinner tables.</p> <p>YouTube TED series: Why 1.5 billion people eat with chopsticks (3:26).</p> <p>The Spruce Eats: How to use chopsticks</p> <p>Resource 8:</p>

<p>3. Watch the TED Talk on chopsticks and jot down notes on chopsticks and how they are used.</p> <p>4. Read this article on how to use chopsticks and in pairs, students to create a 'how to' for using chopsticks.</p> <p>5. Students draw pictures and symbols to represent the information on Confucianism in each corresponding box on the picture dictation template.</p> <p>6. Read this article on the history of chopsticks, or at least the section connecting their use to Confucius beliefs.</p> <p>Extension task</p> <p>Students can read journal article on chopsticks as a cultural symbol.</p>	<p>Picture dictation template</p> <p>Smithsonian Magazine: The history of chopsticks</p> <p>Extension reading: Chen Desheng & Tang Zheng, 'Chopsticks as a cultural symbol in China' IOSR Journal of research and Method in Education.</p>
<p>Social Studies 10b</p> <p>Focus question: How has Chinese culture been used or misused in advertising?</p> <p>1. As a class, watch the Burger King and Dolce and Gabana advertisements. Both received backlash due to the perceived racist elements and disrespectful way they showed the use of chopsticks.</p> <p>2. Discuss these two misappropriations as a class, and what could be done to raise awareness of these types of 'ignorant' or 'wilful' acts of racism.</p> <p>3. Knowing what you now know about the cultural significance of chopsticks, write a letter to Burger King, or Dolce and Gabana to explain why their advert could have offended people.</p> <p>4. Watch this Nike advert, which was received quite positively by Chinese people.</p> <p>5. Research the red envelope tradition and make a red envelope to give to a friend in the Chinese New Year.</p>	<p>YouTube: Burger King advert</p> <p>NPR.org: Dolce and Gabana advert (2:24).</p> <p>Response to advert YouTube: Dolce & Gabbana under fire over racism accusations (4:56).</p> <p>The Drum: Nike advert (1:30).</p>
<p>Social Studies 11</p> <p>Focus question: Where do people of Asian descent live in New Zealand?</p> <p>1. Using the Census 2018, students read through and analyse where New Zealand residents or citizens live who are of Asian descent. Option for teachers or students to retrieve datasets specific to their region or territorial authority by clicking on the link provided in the pdf.</p> <p>2. Using Google My Maps, students make a 'my map' showing the Asian ethnic groups statistics on a map of New Zealand. Teachers to select up to five Asian ethnic groups for students to focus on based on their school community and/or region.</p> <p>3. Students to create a second map of their closest major town or city and add a layer of information by researching and plotting</p>	<p>Resource 9: Statistics NZ Asian ethnic group dataset, 2018 Census</p> <p>Repeatable: How to make your own map with layers of information on google maps</p>

<p>the Asian spaces (religious sites, language or cultural centres, Asian supermarkets, gardens or landmarks etc). Then compare this to the demographics from the census for that town or city.</p> <p>4. As a class, discuss how easy or difficult it might be for New Zealanders of Asian ethnicity (whether their families have been here for 170 years, or just a few) to practice their beliefs and to build a sense of connection to their cultural heritage. Come up with ideas the national government, local government, and non-Asians could do to support those of Asian descent, and recent migrants retaining access to their cultural traditions and beliefs.</p>	
<p>Social Studies 12</p> <p>Focus question: What is social action?</p> <p>1. Read through the slideshow on social action, including two video clips, class discussions and group brainstorm (as per presentation).</p> <p>2. Use social action planning and log template below to support student planning and reflecting on social action.</p> <p>Note: additional readings have been provided to support teachers through planning social action campaigns. A cultural diversity experience guide for teachers also provides suggestions for activities which could be used for social action campaigns.</p>	<p>Social action presentation slides 38-47</p> <p>Links to support planning for social action campaigns: Edutopia: Scaffolding Social Action for Your Students</p> <p>SocCon 2017 workshop presentation: Taking social action in Social Studies</p> <p>Royal Society for the encouragement of Arts, Manufactures and Commerce: Principles of Social Action</p> <p>Resource 10: Social action guide for teachers</p>
<p>Social Studies 13-16</p> <p>Students work in groups or as a class to plan, investigate and carry out social action in their school or community. Students record the steps on the planning and log template. Social action campaigns may vary, and some may require weeks of planning. Assessment rubric provided for summative assessment.</p>	<p>Resource 11: Social action planning and log</p> <p>Resource 12: Assessment rubric</p>

HEALTH LESSON SEQUENCE	
LESSON	ACTIVITIES/RESOURCES
<p>Health 1 Focus question: Where is my place in all of this?</p> <ol style="list-style-type: none"> 1. Students brainstorm in groups: why is it important to have an understanding of our own identity and culture before we learn about others? Each group reports back to the class. 2. Students read article and answer questions on the opinion piece – self-identity worksheet. 3. Complete the meanings worksheet describing words that will be used in this unit. 4. Choose a shape that you identify with, draw it in the middle of a piece of paper, or in your exercise book. Identify words and use images of things that are important to you, you may like to use things that represent your culture, interests, family, friends, possessions, places, to write or glue around your chosen shape. 5. Reflect in 3 sentences how it makes you feel to examine your identity. 6. Share your shape with another member of your class and find two similarities and two differences between what has shaped you. 7. Define values/respect - See values and respect PowerPoint. 8. Complete the values continuum activity and questions. 	<p>Paper and markers for brainstorm</p> <p>Resource 1: Opinion piece – self-identity worksheet</p> <p>Resource 2: Meanings worksheet</p> <p>Values and respect presentation slides 1-6</p> <p>Resource 3: Values continuum</p>
<p>Health 2 Focus question: Who else is out there?</p> <ol style="list-style-type: none"> 1. Look at the population statistics of New Zealand if we were a village of 100 people. This infographic can be downloaded to pdf. 2. Does anything surprise you? 3. Brainstorm the different cultures people living in New Zealand might have? (padlet could be used to complete this as a class). 4. In groups of four to five, students complete the cultural values and perspectives mix and match to investigate how different cultures' perspectives can vary on the same topic and develop strategies to avoid cultural misunderstandings when our values and perspectives on the same topic arise. <p>Note: The mix and match cards will require cutting up.</p>	<p>Stats NZ infographic: New Zealand as a village of 100 people</p> <p>Resource 4: Cultural values and perspectives mix and match</p>
<p>Health 3 Focus questions: What is health? What does it mean to be healthy?</p> <p>Different cultures have different ways of understanding health and wellness and illness.</p>	<p>Te Whare Tapawhā recap presentation slides 7-19</p> <p>Health Navigator: Te Whare Tapa Whā and wellbeing</p>

<p>How health, wellness and illness are understood is strongly influenced by cultural values. Therefore, explaining what it means to be healthy can be quite different to various cultures. For example, in New Zealand schools we use the Māori perspective and the health model Te Whare Tapawhā (Mason Durie, 1984) model, where four dimensions create a balanced healthy person, where as in traditional Chinese medicine, good health is directly related to the balance between yin and yang qualities within oneself.</p> <ol style="list-style-type: none"> 1. Teacher to recap/introduce the Te Whare Tapawhā model of health used in New Zealand. <p>Optional link to Health Navigator: Te Whare Tapawhā model.</p> <ol style="list-style-type: none"> 2. What other models of health do we follow in New Zealand? Brainstorm as a class. Resource 5:Māori health models. 3. Now brainstorm other models of health that may be used around the world. (See Resource 6: Exploring Health Models around the World for ideas). Teachers may wish to print out information from the links provided to ensure the content is age appropriate. 4. In groups of four to five students, complete the Expert Jigsaw activity filling in the jigsaw worksheet. 5. Individual Task: Unpack Te Whare Tapawhā and one other health model and find at least four similarities and four differences between them. Students present findings on a Venn diagram in a programme such as Canva. <p>Hold onto these ideas as later in this unit you will have the opportunity to create your own model of health based on your research.</p>	<p>Resource 5: Māori health models</p> <p>Resource 6: Expert Jigsaw activity: Exploring Health Models around the World.</p> <p>Resource 7: Jigsaw worksheet</p> <p>Suggested teacher reading: eCald Cross cultural resource e-toolkit: Introduction to Asian cultures, health care beliefs and practices (pg 4-7).</p>
<p>Health 4 Focus question: What does my ideal health model look like?</p> <ol style="list-style-type: none"> 1. Revisit the health models with a Kahoot quiz. 2. Using information gathered over the past three lessons, students will now design their own model of well-being based on their research, values that are important to them and ideas borrowed from other cultures. 3. Students are to present their health model using either a poster or in digital form. Tools such as VR or AR could be used depending on availability. 	<p>Kahoot link: Health models recap</p>
<p>Health 5 Focus question: How can we enhance our cultural competence?</p> <ol style="list-style-type: none"> 1. Complete the activity 'What influences me' to identify where our ideas around culture come from. 	<p>Resource 8: What influences me?</p> <p>Mix and match cards: Resource 9: Cuisine Resource 10: Sport</p>

<p>2. To investigate traditional cuisine and sport from different cultures around the world, students mix and match the cuisine and/or sport cards to learn their origins.</p> <p>3. After the activity, ask students critical questions. How many cards did you match correctly?</p> <p>4. Who or what influenced you to match the sports/cuisines to the culture you did?</p> <p>5. Do any of the cards link to a culture or ethnicity you identify with? Do you think others matched these cards correctly? If so how? If not, how could you teach them?</p> <p>6. Have your thoughts changed about any of the sports or cuisines from knowing where they originated from? Explain.</p> <p>7. Discuss and list other ways you and others could enhance your cultural competence.</p> <p>8. Reflect on the mix and match activity, how does completing the activity and understanding where sports and cuisine originates build your cultural confidence?</p> <p>Recap the four points about cultural competency using information provided.</p>	<p>Resource 11: Cultural competency</p>
<p>Health 6 Focus question: Why is everyone looking at me? Starter: Stereotypes continuum</p> <p>1. Breakdown the word stereotype. "Stereo" means: The word is French in origin: stéréotype. Stéré- correlates to English's <u>stere-</u>; both mean "solid." Stereotypes were not moving (or movable) type, but solid type. "Type" means: from Latin typus "figure, image, form, kind,"</p> <p>2. Stereotypes are generally considered 'unfair' - why?</p> <p>3. Cultural stereotypes are common. Watch the YouTube clip to identify some Asian cultural stereotypes and how people respond to these.</p> <p>4. After the watching the clip, each student is to choose three stereotypes and answer the following questions:</p> <ul style="list-style-type: none"> • Who is advantaged by this stereotype? • Who is disadvantaged by this stereotype? • Do you think these stereotypes are fair? Why/why not? • How do stereotypes affect a person's well-being/health? • How can we break these stereotypes and enhance the well-being of people in our society? <p>5. Finish the lesson by watching the clip Sometimes You're a Caterpillar.</p>	<p>Resource 12: Stereotypes continuum activity</p> <p>YouTube: VOXPOP - How would Asians respond to common stereotypes? (3:18)</p> <p>YouTube: Sometimes You're A Caterpillar (3:18)</p>

<p>Health 7 Focus question: What is Health Promotion?</p> <p>1. Introduce health promotion by working through the PowerPoint resource provided.</p> <p>2. Students are to investigate campaigns run by the New Zealand Health Promotion Agency or NZ Human Rights; these can be found on their website.</p> <p>Choose two campaigns, for each answer the following questions:</p> <ol style="list-style-type: none"> Name the campaign Who is the intended audience? What message do you get from the campaign? What do you think would make this campaign more effective? 	<p>Health promotion presentation slides 20-26</p> <p>Health Promotion Agency: Campaigns</p> <p>NZ Human Rights: Give nothing to racism</p>
<p>Health 8-10 Focus question: What can I do?</p> <p>Use the 'Health promotion initiative template' resource to support student planning and reflection on their own health promotion initiative.</p> <p>Information on SMART goals, barriers and enablers can be found in the SMART goals, barriers and enablers resource.</p> <p><i>Note: Health enhancing actions will vary, from students advocating for halal food to be available at the tuck shop or school events, to student-led cultural activities or celebrations.</i></p> <p>See the Health promotion and social action ideas guide for teachers for further ideas.</p>	<p>Resource 13: Health promotion initiative template</p> <p>Resource 14: SMART goals, barriers and enablers</p> <p>Resource 15: Assessment Rubric</p> <p>Resource 16: Health promotion guide for teachers</p>

Assessment opportunities

Summative assessment for this unit is Social action campaign for Social studies and Health promotion initiative for Health classes. If this is an integrated unit, or you are co-teaching, select only one of the summative assessment options for your class.

Additional resources

Asia New Zealand Foundation research and teaching resources:

- [New Zealander's Perceptions of Asia and Asian Peoples](#) - 2019 annual study
- [Perceptions of Asia and Asian Peoples from a Te Ao Māori Perspective](#) - 2018 report
- [How to be a sumo wrestler](#) Y7-10 Physical education unit
- [Asian fusion burger](#) Y9-10 Technology unit
- [Creating a miniature Japanese garden](#) Y4-8 Arts unit
- [Explore China](#) Y4-7 Social studies mini-unit
- [Explore Indonesia](#) Y4-7 Social studies mini-unit
- [Explore Philippines](#) Y4-7 Social studies mini-unit

Asia Media Centre articles:

- [5 things Māori and Asian cultures have in common](#)
- ['Show up': How to build inclusive sports communities for NZ's Muslim women](#)
- [The Kiwi women taking the kabaddi world by storm](#)

Experience Asia funding

Schools can apply for funding to hold activities, events or workshops that enable students to experience Asian cultural activities and/or increases their understanding of Asia. For more information check out [Experience Asia funding](#).

Acknowledgement

Thank you to teachers Fiona Crawford and Michelle Ferris for developing this cultural diversity teaching resource. We would also like to acknowledge the assistance of Sikh Aware, Tania Te Whenua and staff and stakeholders of the Asia New Zealand Foundation for their contribution.