

PEPEHĀ

Hello to everyone

_____ is the mountain.

_____ is the river.

_____ is the canoe.

_____ is the tribe/ the name of my people/country.

_____ is my sub-tribe/ the name of my family.

_____ is my marae

_____ is my place of worship

_____ is my father's name.

_____ is my mother's name.

_____ is where I'm from.

_____ is my name.

Therefore, Greetings to you all

Tēnā koutou katoa

Ko _____ te maunga.

Ko _____ te awa.

Ko _____ te waka.

Ko _____ tōku iwi.

Ko _____ tōku hapū.

Ko _____ tōku marae.

Ko _____ tōku Whare Karakia

Ko _____ tōku matua.

Ko _____ tōku whaea.

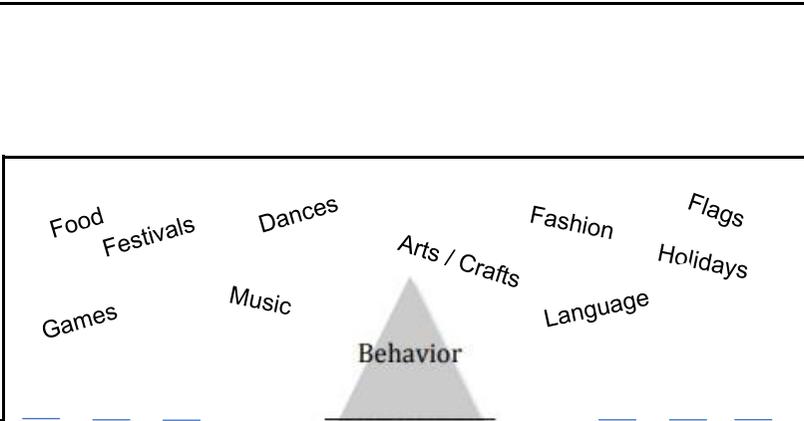
Nō _____ ahau.

Ko _____ tāku ingoa.

Nō Reira, Tēnā koutou, tēnā koutou, tēnā tātou katoa

MY CULTURAL ICEBERG

Around the iceberg, note down your own cultural tikanga (customs), behaviours, beliefs and values.

<p>Surface culture:</p>	 <p>The diagram shows an iceberg floating in water. The tip of the iceberg is above the water line and is labeled 'Behavior'. It contains terms like Food, Festivals, Dances, Games, Music, Arts / Crafts, Fashion, Language, Flags, and Holidays. The submerged part of the iceberg is below the water line and is labeled 'Values & Thought Patterns'. It contains terms like Leadership, Sin, Roles, Beauty, Class, Gestures, Past vs Future, Gender, Displaying emotions, Competition, Friendship, Family, Modesty, Manners, Rules, Marriage, and Justice.</p>	
<p>Deep culture:</p>	<p>Cultural iceberg model created by Edward T Hall 1976 https://www.spps.org/cms/lib/MN01910242/Centricity/Domain/125/iceberg_model_3.pdf</p>	

Disclaimer: This resource was produced on behalf of the Asia New Zealand Foundation, for teachers, to grow New Zealand students' knowledge of Asia. The content of this resource does not necessarily reflect the views of the Foundation. Some resources reflect individuals' views and those prevalent during significant historical periods.



HUMAN HISTORY ROAD

Activity instructions:

- a) Cut up the events from the 'Asia and New Zealand story' and give one event to each student.

Follow either paper learning experience b-e, or digital option f - h.

- b) Students to make an A4 poster summarising the event using only keywords and images. They must include the date/year.
- c) Students stand up and have to get themselves into a history road (date order) that weaves around the class (or go outside).
- d) Once in order, read events aloud to share with each other.
- e) The posters can be displayed or made into a book.
- f) Using sutori.com create a profile and start a blank timeline. 'Invite' all your students to collaborate by clicking on the share button and copying their emails into the field.
- g) Show the students how to add an 'element' by clicking on the + on the timeline to add a title for each 'event', add an image or a video, and a brief explanation.
- h) Students can choose to add a quiz or multi-choice question

Discussion

Based on student interest, discuss themes that emerge from the story such as; early Chinese settlers, poll tax, wartime connections and New Zealand's changing demographics.

Students can also choose one Asian ethnic group from the story and view the latest Census data. To view ethnic group summaries visit:

<https://www.stats.govt.nz/tools/2018-census-ethnic-group-summaries/asian>.

The left-hand drop-down menu provides information about individual Asian ethnic groups, including geographic distribution, language and religion.

ASIA AND NEW ZEALAND STORY

Events

Appo Hocton (c.1823 - 26 September 1920) was the first recorded Chinese emigrant to New Zealand, arriving in Nelson on 25 October 1842.

In 1865, the Otago Chamber of Commerce invited Chinese goldminers to prospect for gold. From 1866 the goldfields of central Otago and Southland drew as many as 5,000 Chinese miners by the 1880s.

From 1870 Indian religions and 'Oriental wisdom' attracted fascination and debate in religious circles across the British world, including New Zealand.

In 1881 New Zealand followed Australia, Canada and the United States in introducing restrictions on Chinese immigration. Chinese immigrants were forced to pay a poll tax to enter New Zealand. To begin with the poll tax was £10 (the equivalent of \$1000), and increased to £100 (equivalent to \$20,000 in 2020) in 1896.

At the New Zealand and South Seas Exhibition in Dunedin (1889-90), merchant and diary pioneer Chew Chong won first prize for the best half-ton of butter suitable for export.

Doctors and missionaries also travelled to India and China from New Zealand during the 19th century, with women particularly active in missionary work.

While New Zealand was happy with the support provided to the allies by the Japanese fleet during the First World War, there was a fear that Japan planned to move into the South Pacific. Despite these concerns, in 1928 New Zealand signed a trade treaty directly with Japan.

From 1939 wives and children of Chinese men in New Zealand were allowed temporary entry as refugees from war-torn China.

The Second World War reached the Pacific in 1941. The Third New Zealand Division, created in 1942, fought in the Solomon Islands in 1943-44, and units of the Royal New Zealand Navy and Royal New Zealand Air Force also fought the Japanese.

1943: A work strike protest at an internment camp for prisoners of war in Featherston resulted in the death of 48 Japanese soldiers.

After the Second World War around 12,000 New Zealand troops and airmen served in Japan with the British Commonwealth Occupation Force from February 1946 through to early 1949. It was the first large-scale military involvement of New Zealanders in an Asian country. Some Jayforce veterans returned to New Zealand with a new appreciation of Japanese culture at a time when most New Zealanders had a very negative attitude towards Japan.

In June 1950 troops from communist North Korea invaded South Korea, which was allied with the United States. New Zealand responded quickly to a United Nations call for help by dispatching two navy frigates, followed by a field regiment of artillery, known as 'Kayforce'. The war lasted for three years. Almost 4,000 New Zealand personnel served and 33 lost their lives on active service.

In 1950, New Zealand signed the Colombo Plan along with a number of other Commonwealth countries. Through the Colombo Plan New Zealand forged links with emerging Asian nations, and welcomed hundreds of Asian students onto its soil, providing training for them in areas of New Zealand expertise.

Tom Ah Chee opened the first supermarket in New Zealand - the Foodtown chain in Ōtāhuhu in 1958. He co-founded Progressive Enterprises in 1961, which spread Foodtown branches across Auckland and launched the Georgie Pie fast food restaurant chain in 1977.

In the 1970s Prime Minister Norman Kirk showed a greater interest in Asia than his predecessors, travelling to India and Bangladesh and calling for greater development assistance for Asia.

In all, about 3,000 New Zealanders served in the Vietnam War from 1965 to 1972, with 37 fatalities. The acceptance of 412 war refugees in 1977 marked the start of Vietnamese migration to New Zealand.

1987 was the year immigration legislation changed to allow any person who met specified educational, business, professional, age or asset requirements to be admitted into New Zealand, regardless of race or nationality. There was a noticeable shift away from traditional source countries to include Asian countries (particularly Korea, Hong Kong, Taiwan and to a lesser extent Singapore and Malaysia).

In the 1990s Asia became more of a destination for New Zealanders. Many went to teach English as a second language in Japan, South Korea, Taiwan and China. New Zealanders regularly travelled to Asia as tourists as well.

Prime Minister Helen Clark offered New Zealand's ethnic and long-established Chinese community an official apology for the poll tax their relatives and ancestors had to pay to enter the country on 12 February 2002.

By 2002 Parliament had seen the election of ethnic Chinese, Korean, Filipino, Indian and Pakistani MPs; in 2006 Sir Anand Satyanand, a New Zealander of Indo-Fijian descent, became the country's 19th governor general.

In 2005, the New Zealand Government started a Chinese Poll Tax Heritage Trust to sponsor events that promote Chinese language, culture, and awareness and understanding of the history of Chinese in New Zealand.

2006 census stats: 9.2 percent of New Zealand's population identified as being of Asian ethnicity (354,552).

In 2008 New Zealand was the first developed country to conclude a free-trade agreement with China.

By 2010 China had overtaken Japan as New Zealand's third-largest trading partner and had become the second-largest source of imports. China was also an increasingly important source of foreign investment, students and tourists.

2013 census: 11.8 percent of New Zealand's population identified as being of Asian ethnicity. The Filipino ethnic group grew 264 percent between 2001 and 2013 (from 11,091 people to 40,350 people), replacing the Korean ethnic group as the third largest Asian ethnicity (30,171 people) in the 2013 census.

A New Zealand-Taiwan Free Trade Agreement (officially known as the Agreement between New Zealand and the Separate Customs Territory of Taiwan, Penghu, Kinmen, and Matsu on Economic Cooperation) came into force in 2013. It included a chapter on indigenous cooperation to make the most of Māori-aboriginal Taiwanese connections and cultural exchange.

The New Zealand-Korea Free Trade Agreement was signed in March 2015 and entered into force in 20 December 2015, making Korea our sixth largest export destination.

A new generation of bilingual Asian New Zealanders is growing up, connecting the country to China, India, Korea, the Philippines, Japan and other parts of the region. In 2017, 18 percent of all children under five in New Zealand were of Asian ethnicity – this will rise to 22 percent by 2038. In 2017, 89 percent of Asian under-fives were New Zealand-born.

2018 census: 15.1 percent of New Zealand's population identified as being of Asian ethnicity (707,598) with the three largest groups being Chinese (231,387), Indian (221,916) and Filipino (72,612). Asian ethnicity was the third largest ethnic group after Māori (775,836), who represented 16.5 percent of the population in 2018.

By 2019, 47 percent of New Zealanders over 15 say they have travelled and/or lived in Asia - most commonly Singapore, Hong Kong, Thailand, Malaysia, India and China.

2020: New Zealand population reaches 5 million.

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Stats NZ, '[New Zealand's population reflects growing diversity](#)'



BUSINESS ETIQUETTE IN ASIA

True or false?

1. Relationship building is an important aspect of business culture in Asia. T or F?
2. At business meetings all people are treated the same regardless of their position. T or F?
3. Gift giving is a common business practice in many parts of Asia. T or F?
4. During a business meeting if someone makes a suggestion that you disagree with, it is okay to reject the idea straight away. T or F?
5. At the end of a business meeting, it is okay to put business cards that you have been given in your back pocket. T or F?

ANSWERS

1. **Relationship building is an important aspect of business culture in Asia.**

TRUE

A high emphasis is placed on relationships when doing business in Asia. Trust and mutual respect are important and form the basis of the business relationship before a deal can be negotiated.

2. **At business meetings all people are treated the same regardless of their position. FALSE**

Hierarchy is important in many Asian business cultures and it is common for the highest-ranking person (or most important person) to enter a room first or to begin the meeting.

3. **Gift giving is a common business practice in many parts of Asia. TRUE**

Gift giving is an important aspect of business culture in many Asian countries. Different countries have different gift giving customs, so it is important to find out what the gift giving process and expectations are of the country you are doing business with.

4. **During a business meeting if someone makes a suggestion that you disagree with, it is okay to reject the idea straight away. FALSE**

Maintaining harmony and good relationships is important, so people and their ideas are not put down in front of others. If the other party doesn't like your idea, they will still listen to you, but may not rush to agree with you.

5. **At the end of a business meeting, it is okay to put business cards that you have been given in your back pocket. FALSE**

Business cards are an important custom during a business meeting and you should always treat other people's business cards with respect. Leave it facing the right way up during the meeting, and when it is time to leave, put it carefully in your wallet or business card holder.

BUSINESS ETIQUETTE TASK

STUDENT INSTRUCTIONS

Your job is to learn about the ideas and beliefs around business etiquette in a chosen Asian country: their tikanga, protocols and customs.

1. In your group, you will be given one country to learn about: China, India, Indonesia, Japan, Malaysia, Singapore or South Korea.
2. Use the following links to find information on business etiquette in Asia:

New Zealand Trade and Enterprise

You will need to sign up to [myNZTE](#) to be able to access market guides. Go to 'discover' and then 'market guides'. Explore business culture sections.

Cultural Atlas (Australian site)

View [cultural profiles](#) by clicking on your chosen country, then explore the business culture section.

3. Read the information and come up with up to 10 main bullet points you believe would be most important to know if you were doing business with someone from that country.
4. Then choose a method to communicate the business etiquette and expectations to share your new knowledge with the class (lots of suggestions below).

Optional ways to communicate using technology:

AR	Social Media	Coding
E Game	Makey Makey	Skype
Website	Slideshow	VR
Adobe	Interactive Story	Microbit
Podcast	Powtoon	Google docs
InfoGraphic	QR Code	Spreadsheet
Short Film	Vlog	Emaze
Blog	SculptGL	Simulations
Prezi	Visual Essay	Animation
3D Printing	Robots	Canva
Laser cutting	Magazine	3D model
Tik Tok	StoryMap	



SIKH FAITH IN NEW ZEALAND

Sikhi

Sikhi is the world's fifth-largest religion with more than 30 million active practitioners and followers worldwide and has been present in New Zealand for more than a hundred years.

The Sikh religion was founded in the 15th century India (North Western Region of Punjab, which is now divided into India and Pakistan). Sikhi rejected all forms of social distinctions that produce inequities, including gender, race, religion and caste - the predominant structure for social hierarchy in South Asia.

Sikhi believes in the oneness of God and that God can be called by any name.

Sikhism emphasises on simran (meditation and remembrance of the words of God), which can be expressed musically through kirtan, or internally through naam japna ('meditation on His name') to feel God's presence.

Given the universal appeal of equality for all, most impressively and famously depicted in its Langar system, where everyone regardless of their social, economic or political status is fed free of cost in a community-kitchen, the faith has since then flourished globally.

Serving the world is a natural expression of the Sikh prayer and worship. Sikhs call this prayerful service "seva," and it is a core part of their practice.

What is the importance of uncut hair and the turban in Sikhi?

Sikhs believe that body hair (and the entire human body) is a gift from God and hence like any other gift, it should be always be deeply valued and preserved. Hence Sikhs do not cut or mutilate hair from any part of the body. Most holy prophets like Jesus, Buddha, Lord Ram etc. are always depicted with uncut hair on their head which seems to be a link to spirituality.

Turbans are an important part of the Sikh identity. Both women and men may wear turbans. Sikhs believe that hair is sacred and take special care of their hair by combing it twice a day and keeping it covered with a turban to protect the hair on the head from dust, pollution and the elements of weather. Like the articles of faith, Sikhs regard their turbans as gifts given by their beloved gurus, and their meaning is deeply personal.

Historically, in South Asian culture, wearing a turban typically indicates one's social status - kings and rulers once wore turbans; therefore, it seems that the Sikh gurus adopted the turban, in part, to remind Sikhs that all humans are sovereign, royal and ultimately equal.

Sikhs in New Zealand

Indian people have come to New Zealand since the late 18th century. Two of the earliest known Sikh people to arrive in New Zealand were brothers Phomen and Bir Singh, who settled in the North Island.

Since then, Sikhs have been arriving in NZ in different small waves between 1890 and 1910, mostly immigrants from Punjab. They have largely settled in Waikato, Auckland, Wellington, or Christchurch regions.

Over the years, the size of the Sikh community in New Zealand increased and many places of worship started emerging, with the first Sikh temple built in Hamilton in 1977 and another in 1986 in Otahuhu.

Since then, the Sikh community has not only been growing but became deeply integrated within the broader New Zealand community and society.

According to the latest data from Statistics New Zealand, Sikhi is the fifth most adhered-to religion in New Zealand, with 0.88 percent of New Zealanders identifying themselves as Sikhs.

Sources

Indian Weekender text adapted in consultation with Sikh Aware: [What does the story of the first Pakeha-Sikh New Zealander tell us about Sikhism faith in New Zealand?](#)

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Thank you to [Sikh Aware](#) for their contribution towards this resource.



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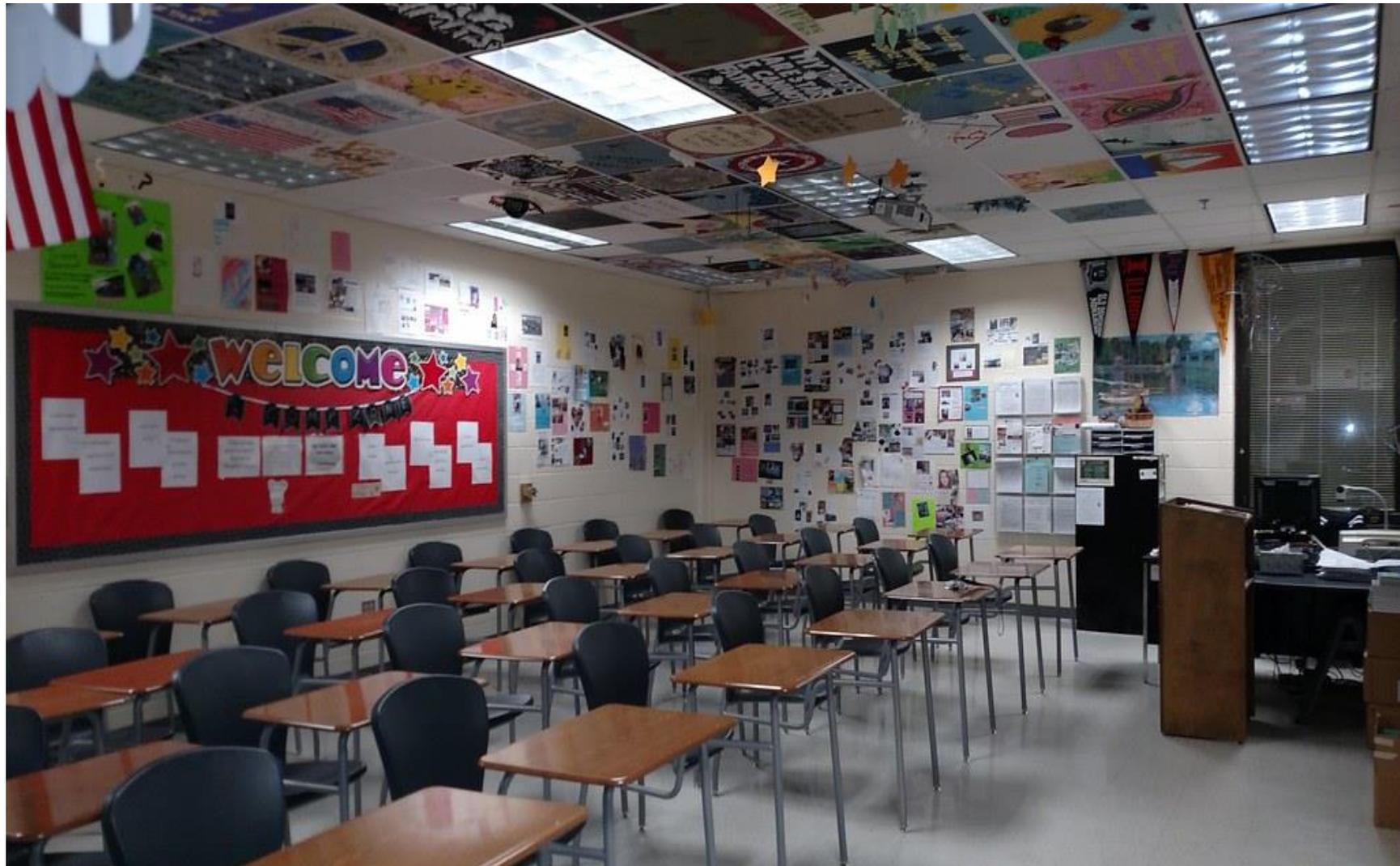
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PICTURE DICTATION ON CONFUCIANISM

<p>Confucianism teaches its followers that a person's well-being depends directly on the well-being of others.</p>	<p>孔子家语 Kǒngzǐ Jiāyǔ are a collection of sayings by the philosopher Confucius who was born in 551 B.C.E. He had a government job which he gave up to devote his life to teaching people how to behave towards others.</p>	<p>Confucius taught people five basic ideas about behaviour: 1, Always be considerate to others.</p>	<p>2, Respect your ancestors.</p>

3, Try for harmony and balance in all things.	4, Avoid extremes in behaviour and emotion.	5, If you live in peace and harmony, then you will be in contact with the spiritual forces of the universe, including nature.	Confucianists also believe the family and family values are very important. Children are taught to be very respectful of their parents and are taught to obey their parents.

Information Source: [United Religious Initiative - Confucianism](#)

[Statistics NZ Dataset: Asian Ethnic group \(detailed total response - level 4\), for the usually resident population count, 2018 Census \(Regional Council\).](#)

Age group	Total people - age group																				
	Sex	Total people - sex																			
		Year	2018																		
			Area	Total - New Zealand by Regional Council	Northland Region	Auckland Region	Waikato Region	Bay of Plenty Region	Gisborne Region	Hawke's Bay Region	Taranaki Region	Manawatu-Wanganui Region	Wellington Region	Tasman Region	Nelson Region	Marlborough Region	West Coast Region	Canterbury Region	Otago Region	Southland Region	Total - Regional Council Areas
Ethnic group																					
Total people - ethnic group	4699755	179076	1571718	458202	308499	47517	166368	117561	238797	506814	52389	50880	47340	31575	599694	225186	97467	4699089	669		
Asian	707598	7041	442674	43755	22122	1341	8253	5331	15375	65601	1452	3591	1929	1068	66672	15987	5406	707592	6		
Asian nfd	11811	168	5850	849	492	27	201	144	360	1083	45	135	51	33	1605	510	249	11808	3		
Southeast Asian nfd	6219	57	3366	345	159	12	102	60	180	582	15	87	15	27	927	180	102	6219	0		
Filipino	72612	1140	32850	5427	2880	165	936	1020	1740	7653	156	348	345	330	13743	2202	1677	72612	0		
Cambodian	9672	171	4386	1593	198	24	126	90	372	1854	81	123	12	6	474	159	6	9672	0		
Vietnamese	10086	63	6324	321	195	15	165	93	276	1431	54	126	27	9	690	222	78	10086	0		
Burmese	2475	12	1284	150	6	0	12	3	168	492	6	243	3	0	45	39	9	2475	0		
Indonesian	6033	87	3450	246	162	9	99	72	195	801	18	21	42	15	558	188	93	6033	0		
Lao	1608	12	954	102	12	3	57	3	12	408	3	6	0	0	33	6	0	1608	0		
Malay	3729	45	1713	237	93	15	51	72	174	504	15	27	21	6	480	228	63	3729	0		
Thai	10623	285	5181	636	519	24	351	117	345	1083	120	117	159	30	1191	369	99	10623	0		
Karen	543	0	294	6	0	0	0	0	117	105	0	9	0	0	6	3	3	543	0		
Chin	834	0	171	3	0	0	0	0	0	288	0	363	0	0	0	6	0	834	0		
Southeast Asian nec	1638	9	789	90	30	9	15	9	120	225	6	156	3	0	138	36	9	1638	0		
Chinese nfd	231387	1512	159354	11328	3795	360	1791	1041	4416	20223	366	450	390	165	20121	5049	1023	231384	6		
Hong Kong Chinese	3177	3	2829	48	18	0	3	3	30	84	6	3	0	0	114	27	6	3177	0		
Cambodian Chinese	1413	18	990	99	21	0	6	15	24	183	6	9	0	0	21	21	0	1413	0		
Malaysian Chinese	4866	30	3270	195	66	0	24	33	69	441	9	15	30	3	540	129	15	4866	0		
Singaporean Chinese	675	15	390	36	9	0	9	3	15	60	0	0	0	0	96	42	3	675	0		
Vietnamese Chinese	609	6	477	12	18	0	9	0	6	48	0	0	0	0	27	3	0	609	0		
Taiwanese	6570	42	4677	396	135	3	30	21	87	222	24	21	15	9	669	192	18	6570	0		
Chinese nec	222	3	171	6	0	0	3	0	3	21	0	0	0	0	9	3	0	222	0		
Indian nfd	221916	2343	142836	16059	10008	516	3372	1794	4041	20916	273	627	513	309	13779	3426	1110	221916	0		
Bengali	201	6	132	9	9	0	0	9	0	15	3	3	0	0	12	6	0	201	0		
Fijian Indian	15132	159	10632	1074	252	27	102	132	309	1092	18	39	45	33	861	240	111	15132	0		
Indian Tamil	315	3	177	39	3	0	3	6	3	63	0	0	0	0	9	6	0	315	0		
Punjabi	459	3	285	33	42	3	30	0	6	24	0	0	0	0	27	3	0	459	0		
Sikh	192	0	147	6	12	0	0	0	0	18	0	0	0	0	9	0	0	192	0		
Anglo Indian	381	9	222	12	12	3	3	3	12	45	0	0	3	3	36	9	3	381	0		
Malaysian Indian	474	0	282	39	9	0	3	6	9	72	3	0	3	0	30	21	0	474	0		
South African Indian	1632	18	1248	129	30	3	15	12	15	99	0	3	6	0	39	9	3	1632	0		
Indian nec	348	9	192	21	3	0	6	3	6	80	0	0	0	0	33	9	6	348	0		
Sri Lankan nfd	4245	45	2667	282	81	9	45	36	96	555	9	27	3	6	267	84	42	4245	0		
Sinhalese	9171	75	4995	567	201	9	111	117	282	1359	15	69	12	18	870	273	201	9171	0		
Sri Lankan Tamil	3501	9	2373	129	48	0	12	9	51	621	0	3	6	0	174	45	21	3501	0		
Sri Lankan nec	3	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	3	0		
Japanese	18141	240	8463	897	714	93	288	180	540	1629	177	281	132	39	3159	1185	156	18141	0		
Korean	35664	423	25038	1548	1557	24	216	129	438	1299	45	108	102	12	3705	792	228	35664	0		
Afghani	5250	6	3312	453	6	0	6	6	132	183	0	12	3	3	1071	63	3	5250	0		
Bangladeshi	2337	15	1491	129	144	6	54	15	27	183	0	3	3	3	186	75	15	2337	0		
Nepalese	3630	27	1125	255	303	3	33	12	327	204	3	165	6	27	849	216	78	3630	0		
Pakistani	6135	36	4182	363	96	3	27	108	240	534	6	9	0	0	375	123	36	6135	0		
Tibetan	105	15	42	3	3	0	3	0	0	6	0	0	0	0	21	15	0	105	0		
Eurasian	1389	27	636	96	45	6	24	15	48	243	6	18	3	6	165	48	6	1389	0		
Bhutanese	801	0	9	3	0	0	0	0	366	6	0	165	0	0	249	6	0	801	0		
Maldivian	135	0	48	24	6	0	0	0	9	12	0	0	3	0	30	6	0	135	0		
Mongolian	147	3	69	21	3	0	6	0	9	15	3	0	0	0	12	0	0	147	0		
Asian nec	489	3	219	24	6	0	3	6	66	45	0	6	3	3	84	15	6	489	0		

data extracted on 06 Oct 2020 23:25 UTC (GMT) from NZ.Stat

[Click this link to visit Statistics NZ website to create a dataset with information specific to your region or territorial authority \(city or town\).](#)

We recommend printing this pdf in A3 to share with the class.

HEALTH PROMOTION/SOCIAL ACTION IDEAS GUIDE FOR TEACHERS

This guide covers:

- Ideas for student or teacher-led health promotion activities and social action campaigns.
- Options of places you could visit on a cultural field trip.
- Considerations to take before an outing, health promotion activity or social action take place.
- Considerations for Education outside the classroom (EOTC).

As a part of the social action or health-promoting activity, or as a teacher-driven activity during the unit, there is the opportunity to take the students on a field trip or organise an in-school festival, ceremony, guest speaker, or specific event linked to a cultural celebration. This activity would be to ensure students have the chance to learn cultural competencies and put them into action in a safe environment.

This guide takes you through things to consider and people you might contact to support your planning.

Events or activities students or teachers could organise and run in their school or local community:

- Teach students or create a presentation about diverse cultures or religions.
- Host an [Experience Asia](#) day.
- Run an international movie night featuring films from Asia.
- Organise to listen to music from different cultures.
- Teach other students to play a game or sport from different cultures e.g. karate, sepak takraw and cricket.
- Create an audiobook or presentation about a traditional story from another culture.
- Run a cultural cooking class or food stall, or advocate for a wider range of food to be available at the tuckshop.
- Promote an organisation working for diversity and inclusion.
- Teach another language to a group.
- Create posters to share the customs of the various cultures represented in your school.

- Research the great thinkers of the world and learn about beliefs from another culture (e.g. Confucius, Socrates, Avicenna, Ibn Khaldun, Aristotle, Ganesh, Rumi). Share findings with others.
- Host a traditional Chinese or Japanese tea ceremony or other cultural activity.
- Recreate a traditional celebration from another culture, students could invite younger students or their families to participate in the celebration, some examples may include;
 - Diwali - India
 - Holi Phagwa - India
 - Chinese New Year
 - Yee Peng and Loy Krathong festivals - Chiang Mai, Thailand
 - Qingming Festival - China
 - Gion Matsuri - Japan
 - Boryeong Mud Festival - Korea
 - Sinulog Festival, Third Sunday of January - Philippines
 - Lantern Festival - China

Places you could visit

- Visit an art exhibit or a museum dedicated to other cultures.
- Visit a place of worship different to that of your students.
- Visit your local Chinese or Japanese gardens.
- If you google search “cultural events in New Zealand” you are given a list of events happening in New Zealand at the time of your search. This would be a great way to plan a cultural outing with your class.

People to contact

- Embassies (based in New Zealand such as the Embassy of Japan).
- Connections from school staff, students, or families.
- Local religious houses.
- Cultural groups in your area.
- Teacher subject associations.
- Asia New Zealand Foundation, email education@asianz.org.nz for suggestions of cultural contacts in your region.

Considerations to take when hosting a cultural activity or visiting a place of cultural significance:

- Is there a dress code for the venue?
- Are there different rules/procedures for males/female/students or staff?
- Is there a specific way to enter the site e.g. elders first, shoes off?
- Is food or drink allowed to be consumed on-site?
- What other expected behaviours are required at the site or in the event and how will your students learn these?

- Do you need to pay to visit the site, or is a donation or koha expected to be given at the site?
- How to be culturally appropriate in the space you are entering
- Stepping into a place of cultural significance may be a new experience. It is important that before your visit you are aware of your student's apprehensions. Before the cultural outing, talk to students about how experiencing another culture can be quite different to their own and sometimes you have to step outside of your cultural comfort zone to experience another cultures food, customs or celebrations etc.
- Have a plan of ways to accommodate students who may feel uncomfortable in certain cultural situations, for example, is there somewhere safe for them to go to wait for the rest of the group.

Considerations with EOTC (Education outside the classroom)

- Has your trip been approved by school management?
- Do you need to put the trip on the school calendar?
- What form of contact do you have to make with parents e.g. letter, permission slip?
- Are you aware of the medical considerations of all students on your trip?
- How far from school is the venue? Do you need to organise transport?
- Do you need to complete an EOTC or RAMS form?
- Have you got access to a first aid kit and emergency contact list?
- Can your school or your parents pay for the excursion?
- Can parents or family members come along to learn from the experience also?
- What is the adult to student ratio is required for this field trip?



SOCIAL ACTION CAMPAIGN PLAN AND LOG

Social action is people like us getting together to make things right for others who do not have access to their human rights.

Brainstorm:

List all the ways in which you would like the world to be better for others.

Think about what you could do to promote and celebrate cultural diversity in an aim to reduce racism, intolerance and discrimination:

The issue

Choose the issue you will focus on:

How does it address the idea of promoting and celebrating cultural diversity (in an aim to reduce racism, intolerance and discrimination)?

Research the issue:

- What has already been done by others?
- What do you want to achieve?
- What types of actions you could take to address this?
- What impact you believe they would likely have?
- What resources might you need?

Stakeholders' perspectives

Consider different perspectives of stakeholders (stakeholders are anyone involved) with this issue such as students, parents, board of trustees, local shop owner, community groups etc. This may require a survey, interviews, research, your own thinking, etc.

Describe some perspectives about the issue and what are the values of these people that mean they think this way.

What is your perspective on this issue?

Plan

Make a decision to respond to this situation - what actions will you take?

Analyse the implications

- What are the different perspectives on the actions?
- What is your desired outcome?

Plan your actions

- What goal do you want to achieve through your actions?
- What do you want the outcome to be?
- What action(s) are you going to take?
- When and where will you carry out your action?
- What tasks do you have to complete?
- What are the reasons for selecting this action?
- What resources will you need to help you with your project?
- What skills and qualities do you have that will help you with your project?
- What skills and qualities might you need help with?
- How will this action ensure that the people get access to social justice?

Develop a log to record planning and actions on a weekly basis and reflections after the group sessions.

Weekly reflections

Each week reflect on what you have done and the impact, and your next steps.

Final evaluation at the natural end of your campaign

Reflect on the 'what now'?

Describe in depth the strengths and weakness of your planning and participating in the social action in relation to promoting and celebrating cultural diversity.

How could this have been more effective?

Explain how this could improve the social action taken.

Social Sciences Assessment Rubric

Social Inquiry Skills	Where evidence comes from	Progressions of the skills involved in Social Inquiry				
Inquiry	<p><i>Planning their campaign – researching the issue and the current actions being taken.</i></p> <p><i>Developing ideas about the types of actions they could take and the impact of these.</i></p>	Asks a question(s), gathers some evidence and attempts to answer the question.	Asks questions, gathers some appropriate evidence and can answer the question with facts and information.	Asks relevant questions, gathers appropriate evidence and develops an idea from the information.	Asks relevant questions, gathers relevant evidence from a range of sources and processes the information to develop ideas.	Asks perceptive questions, gathers evidence from a wide range of sources and analyses the information to develop insightful conclusions about society.
Responses and Decision Making	<p><i>Unpacking their research in to current actions being taken.</i></p> <p><i>Decisions students make planning their social action campaign, the goals they set and outcomes they hope to achieve.</i></p>	Identifies and gives a brief description of how people respond and make decisions.	Describes some factors that lead to people’s responses and decision-making.	Describes some factors that influence people’s responses and decisions and attempts to explain the consequences of these.	Comprehensively explains how and why people respond and make decisions, and the consequences of these.	Demonstrates an insightful understanding of how and why people respond and make decisions, and communicates the consequences of their decisions for society in depth.

Disclaimer: This resource was produced on behalf of the Asia New Zealand Foundation, for teachers, to grow New Zealand students’ knowledge of Asia. The content of this resource does not necessarily reflect the views of the Foundation. Some resources reflect individuals’ views and those prevalent during significant historical periods.

<p>Explore Values and Perspectives</p>	<p><i>The students work on considering the different perspectives on the issue, and linking these to their values.</i></p> <p><i>Students considering their own perspectives on the issue.</i></p>	<p>Identifies a perspective(s).</p>	<p>Describes a perspective(s).</p>	<p>Describes different perspectives and links them to a value(s).</p>	<p>Able to identify and describe a range of values and perspectives in-depth</p>	<p>Comprehensively describes a range of perspectives and links them explicitly to a value(s).</p>
<p>Conceptual Understanding</p>	<p><i>Students will need to show their understanding of the concepts of social justice, diversity and racism through their planning at the beginning, the actions they choose which will positively affect those concepts in people's experiences and through their evaluation.</i></p>	<p>Is beginning to show an understanding of the concept and/or context.</p>	<p>Demonstrates some understanding of a concept and identifies it in the context.</p>	<p>Demonstrates an understanding of the concept(s) and can identify this in the context.</p>	<p>Demonstrates a sound understanding of the concept(s) and can apply this confidently to other context.</p>	<p>Demonstrates a comprehensive understanding of the concept(s) and can apply this to other contexts, including explaining its importance to society/culture.</p>