

Key Message

Unity week is about a collective “us”, cultivating a society where we all feel included, respected and that we belong.

Activity Idea:

Create images to represent themselves and what’s important to them as individuals

For this activity you can let students select an outline from the web, or draw their own to create an individual person they can colour in/write on. It is best that the image sits in the centre of an A4 page, or the image is large enough to add in what is asked of them below.

1. Have students design, colour in/decorate the outline they have to represent themselves. They don’t have to make it look exactly like them – allow them to represent themselves in any way they choose e.g. If they have brown hair but want to colour it purple.
2. Have them write about their interests, hobbies, family, things that are important to them on it or around the image.
3. Add their qualities and attributes. Instruct them to make sure they have three key words that sum up who they are as an individual – these could be qualities, attributes or other words that they add e.g. values
4. Ask to them to have three words that describe they way they hope others would describe them if asked. (Note: these may already be on their image from previous additions, or they can add them)

Information on them can be used in different ways e.g.

- Information from (2) can be used in activities designed to get to know each other
- Discuss the words used for qualities, attributes, describing themselves and discuss what this means for how we treat each other, act respectfully in discussion and group activities.

Create a class Treaty or agreement using their responses as starting points and/or things to consider including

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Unity week is about a collective “us”, cultivating a society where we all feel included, respected and that we belong.

Activity Idea:

Foster a sense of belonging

Check out some **additional activity ideas** contained in this resource:

- Tapa Cloth – Our Collective Identity
- People like us – Using language, symbols and text [Person template included]
- Values Korowai [Feather template included]

Belonging and Identity: We are One



Unity Week NZ, 15 – 21 March
unityweek.co.nz

Key Message:

It is about celebrating diversity and what we can achieve when we work together in a spirit of unity that recognise the strengths, we all bring

Activity idea:

Designed to introduce ākonga to the skill of taking social action, this design thinking task invites ākonga to work together to:

- Understand some of the challenges to unity, inclusion and social cohesion in their community
- Ideate, creatively respond and use a strengths-based approach to enacting positive social change within their community
- Take social action – either by engaging in response/action or creating a proposal/resolution for future action.

Duration: 2 weeks of class time

Comprehensive 'speaker notes' may support kaiako to facilitate this rich learning experience. This activity would work well within a subject/class, or in an integrated learning environment (or as a project-based learning activity).



Key Message

At an individual level it is about going beyond who/what you currently know to learn/explore something new.

Activity Idea:

Learn something new about another culture and share it with your class members

Students can complete this for their own culture, you could assign different cultures or let them pick one they want to learn more about.

They could work individually or in pairs.

Students are to learn about an aspect of a culture that they can learn about, understand and then share with their class. Ideally it would be something that gets their class mates involved e.g.

- Simple greetings, statements, ways to say thank you etc
- A song they teach the class to sing
- A dance they can teach to everyone
- A way of making a cultural food item/meal and then sharing it together
- The importance/reason for a particular clothing item that might be worn and sharing how to wear it correctly
- A particular skill or technique for doing something

When students have confidently learnt what they wish to share, have them teach their peers. This could be done in small rotating groups, or for the whole class at once.

Key Message

At the community level it's about working together and finding shared ways to express unity and cultivate a culture where we all belong

Activity Idea:

Understand our community's different cultures

Setting this activity up you could identify the different cultures of your class for your students to research, those that are most prominent in your local community and/or NZ or a mixture of both options.

Students could work individually or in groups. As individuals they may research the community themselves first, then find others in the class with the same culture to share notes and create a final presentation together.

You could assign the cultures, let students pick that of most significance to them, encourage them to present their own or allow students to select 'out of a hat' randomly.

You could provide guidance on how you want their work presented e.g. poster, video, infographic or allow students to select their own format that they are comfortable with.

Understanding different cultures.

Give students time to research the culture they have selected/been assigned. They will create a presentation sharing information on the following (this is only a guide you can add further aspects too and or make changes to the below options)

- Global locations where this culture is prominent
- Regional/local locations in NZ where there is an established and/or growing population
- Significant dates to this culture e.g. dates of remembrance, cultural events/festivals etc
- Significant aspects of this culture e.g. music, dance, clothing, food, deities/gods/prophets/religious beliefs/rituals
- Any significant teachings/characteristics specific to this culture – potentially those that members identify themselves by

Students share back what they have learnt and their presentation.

Further discussion could be held about:

- What aspects from these cultures are similar and/or different to your own?
- How does understanding these cultures better help us to be more aware of others in our community?
- What opportunities are there for us to learn more and participate in community events?
- What can we learn from other cultures and how can this help us become a stronger community?
- Have you learnt anything that you think you would want to work on e.g. a different perspective, a way of being, how to act towards others?

Key Message

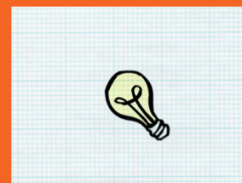
It's about action, turning our good intentions into intentional acts for good – recognising unity is something that we can all invest a bit of our time and effort into.

Activity Idea:

A design thinking twist on a Social Decision-Making skills activity, including an extension activity which invites ākonga to enact their preferred decision.

Duration: 1 – 2 weeks of class time

Design Thinking: Social Decision Making



How might we enhance unity, respect and inclusivity within our community?

Key Message

Let's come together with friends and family and through schools, workplaces and our wider communities to celebrate our unity.

Activity Idea:

Create an event for your community

This could be an event you create to held at school during or after school hours. It could be an event to have with your wider community.

It could be a digital event or in-person.

There are great examples of events being run during Unity Week on the website. Students could create an event inspired by these, plan to create something similar for your community or consider the same type of activity to run on a smaller scale within your school.

You can encourage students to share posts for their event and on the theme of unity and use #unityweeknz

Class activities

There is a supporting template "Planning a community event" that can be used as is or adapted with questions better suited to your teaching programme.

Have students brainstorm or Think, Pair, Share different events that they have attended or they have seen advertised/being run in their community.

Consider:

- What was the event for?
- How did they know about the event?
- Why did they attend?
- What did they do there?
- Did the event have a message or purpose? What was it and how did they know?

Discuss how community events can bring people together and celebrate unity with one another.

Individually, in pairs or in small groups, plan an event that will bring to life the key message, and/or a couple of key messages, from Unity Week with your chosen community (school or wider community).

The planning template can help with this, or you can create your own activities to guide this.

Key Message

Be proud of the positive response we saw after the mosque attacks but recognise there is an ongoing commitment needed towards unity and social cohesion to prevent future attacks.

Activity Idea:

Ka mua, ka muri - Walking backwards into the Future

REFLECT: As we reflect on the Christchurch terror attack and mark the <number>th Anniversary since this tragedy, what does this whakataukī mean to us?

READ: In just <number> years, we begun to understand the significance of the Christchurch terror attack on the lives of whānau directly impacted, on our Muslim community, on our Christchurch community, and on our collective identity. In subject History, we use a variety of lenses to help us understand, explain, and evaluate the significance of such an event.

Consider the following four aspects of historical significance:

Whakapapa – the Christchurch terror attack may be seen as important in forming, maintaining, or disrupting relationships between events, peoples and places.

Tuakiri – the Christchurch terror attack may be seen as important in shaping, affirming, or disrupting the identity of individuals, whānau, hapū, iwi, or communities.

Collective maumaharatanga – the memorialisation and recollection of the Christchurch terror attack is important to the collective memory of a group(s) over time.

Impact – the extent to which the Christchurch terror attack disrupted existing ways, set a new direction, or reinforced the importance of existing ways.

RESPOND: Select ONE of the aspects of significance listed above. Identify and describe/explain your chosen aspect of significance in terms of the aftermath of the Christchurch terror attack.

Use relevant historical evidence – names (people, places, events), dates, statistics, figures, short quotes – to help you explain your selected aspect of significance.

REACT: How might you, individually or collectively, choose to *ka mua, ka muri* as we acknowledge the 5th Anniversary of the Christchurch terror attack?

- Is there an event you might attend?
- Is there something you might like to create, do, or be a part of?
- Is there an action that you feel compelled to undertake?

RECAP: *Lest We Forget* is an idiom that we typically use to remember those who served as part of the World Wars. What does the phrase: *Lest We Forget* mean?

Within the context of the Christchurch terror attack, why is it important that we do not forget?

UNITY Unity Week
15–21 March