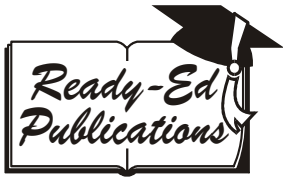





Ebook Code: RENZ5090

		
	<h1>1</h1>	Level 1a for 5 to 7 year olds

Social Studies

	Classroom activities for New Zealand schools	
		

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Introduction

These carefully structured photocopiable activities support the delivery of an outcomes-based approach to the teaching of Social Studies in New Zealand. The essential skills and social studies processes can be covered in a coherent and sequential manner using this resource. The activities in the book are linked to the following strands and processes derived from the Social Studies curriculum framework. The work within Book One is appropriate for children working at Curriculum Level 1a.

Social Studies education aims to enable students to participate in a changing society as informed, confident and responsible citizens. The curriculum framework has five strands:

Section One: Social Organisation

People's organisation in groups, and the rights, roles and responsibilities of people as they interact within groups.

Section Two: Culture and Heritage

The contribution of culture and heritage to identity, and the nature and consequences of cultural interaction.

Section Three: Place and Environment

People's interaction with places and the environment, and the ways in which people represent and interpret place and environment.

Section Four: Time, Continuity and Change

The relationships between people and events through time, and interpretations of these relationships.

Section Five: Resources and Economic Activities

People's allocation and management of resources, and people's participation in economic processes.

Books in the series

Book 1	Level 1a	Five to Seven year olds
Book 2	Level 1b	Six to Eight year olds
Book 3	Level 2a	Seven to Nine year olds
Book 4	Level 2b	Eight to Ten year olds
Book 5	Level 3	Nine to Eleven year olds
Book 6	Level 4	Ten to Twelve year olds
Book 7	Level 5	Eleven to Thirteen year olds

Internet References

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Updated URLs will be posted to this address:

www.readyed.com.au/urls/nzss.htm

The activities in this book refer to material from the document:

Social Studies in the New Zealand Curriculum

Published for the Ministry of Education by Learning Media Ltd, Box 3293, Wellington, New Zealand.

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Knowing what to do ...

This symbol means you have to read the text:



This symbol means you have to write the answer:



This symbol means you have to draw or colour in:



Teacher Information

Overview of this Book

Coverage of Social Studies Strands, Skills, Processes

	Pages	Achievement Aim:	Relevant Skills	Relevant Processes
Social Organisation	5-11	<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> About society, to enable responsible participation in society. 	<ul style="list-style-type: none"> Communication and competitiveness Socialisation and cooperation Information Work and study 	<ul style="list-style-type: none"> Inquiry Values exploration Social decision making
Culture and Heritage	12-18	<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> The contribution of culture and heritage to identity. The nature and consequences of social interaction. 	<ul style="list-style-type: none"> Communication Problem solving Socialisation and cooperation Information Work and study 	<ul style="list-style-type: none"> Inquiry Values exploration Social decision making
Place and Environment	19-25	<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> People's interaction with places and the environment. How people represent and interpret place and environment. 	<ul style="list-style-type: none"> Problem solving Information Work and study 	<ul style="list-style-type: none"> Inquiry Values exploration Social decision making
Time, Continuity and Change	26-33	<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> Relationships between people and events through time. Interpretations of these relationships. 	<ul style="list-style-type: none"> Communication Information Work and study 	<ul style="list-style-type: none"> Inquiry Values exploration Social decision making
Resources and Economic Activities	34-40	<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> People's allocation and management of resources. People's participation in economic activities. 	<ul style="list-style-type: none"> Communication Numeracy Information Work and study 	<ul style="list-style-type: none"> Inquiry Social decision making

Teacher Information

Section One: The **Social Organisation** strand

Whaia te iti kahurangi -

Strive for the things that are important for you

The **Social Organisation** strand is based on two achievement aims:

Students will begin to understand:

- People's organisation in groups;
- The rights, responsibilities and roles of people as they interact within groups.

Content Focus

At the top of Level 1, students should be able to demonstrate knowledge and understanding about why people belong in a group by:

- Explaining what a group is.
P.6 People I Know Key words: *mother, friend, teacher*
- Describing a number of groups that people belong to.
P.7 Things We Do Together Key words: *share, play, feed, love, read, count, help*
- Giving examples of belonging to groups.
P.8 My Family/Whanau Key words: *family, whanau, group*

At this level students should also be able to demonstrate knowledge and understanding about the different roles people fulfil in groups, by:

- Giving examples of the different roles people fulfil within groups.
P.9 Helping Key words: *helping, sharing*
- Giving examples of how people may acquire roles within groups.
P.10 People in Your School Key words: *principal, secretary, administrator, caretaker, teacher, pupil*
- Explaining what people do when they fulfil particular roles.
P.11 People's Jobs 1 Key words: *fireman, dentist*
P.12 People's Jobs 2 Key words: *farmer, nurse*

Coverage of Achievement Aims, Skills and Processes in this Section

	Achievement Aim	Relevant Skills	Relevant Processes
Social Organisation	<i>Students will understand:</i> <ul style="list-style-type: none"> • About society, to enable responsible participation in society. 	<ul style="list-style-type: none"> • Communication and competitiveness • Socialisation and cooperation • Information • Work and study 	<ul style="list-style-type: none"> • Inquiry • Values exploration • Social decision making

Name



People I Know

- ★ Draw yourself in the big circle.
Then draw your friend, your mum and your teacher in the others.

Me

My friend

My mum

My teacher

My friend plays with me.

My mum looks after me and loves me.

My teacher looks after me and helps me learn.

Key words: mother, friend, teacher

Name

Social Organisation

Content focus: Giving examples of benefits of belonging to groups.

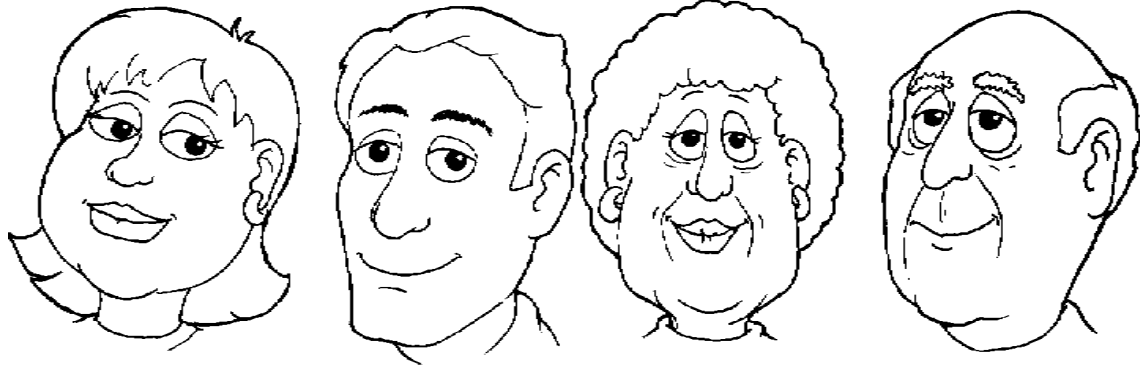


My Family/Whanau

We all belong to groups.

Our most important group is our family.

★ Colour the grown ups in your family.



★ Colour the children in your family.
Print their names.

	Draw yourself.	
		?

There are people in my family.

Key words: family, whanau, group



Different Cultures in My School

People belong to different cultures.

In New Zealand there are many different cultures.

For example: *Samoaan, Maori, New Zealand European and Chinese.*

1. Here is a picture of children at school. The children come from different cultures.

★ Colour in the picture.



2. What are the cultures of children in your school?

Tick the cultures at your school.

New Zealand European

Maori

Tongan

Samoaan

Chinese

Korean

Others

What are they?

Key words: culture, community

Name.....



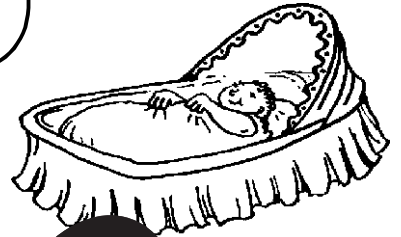
Family Birthplaces

Find out where your parents and grandparents were born and then complete the chart.

★ Ask your family for help.



Where were you born?
 Name:
 Place of Birth:



Where was your mum born?
 Name:
 Place of Birth:

Where was your dad born?
 Name:
 Place of Birth:

mother's mother
(grandmother)?
 Name:
 Place of Birth:

father's mother
(grandmother)?
 Name:
 Place of Birth:

mother's father
(grandfather)?
 Name:
 Place of Birth:

father's father
(grandfather)?
 Name:
 Place of Birth:

Sample

Key words: generations