DairyNZ

Understand how people view and use places differently.
CREATING EMPATHY AND REAL-WORLD CONNECTIONS BETWEEN RURAL AND CITY KIDS.

ESSENTIAL QUESTION
How many moos does it take to find a New Zealand classroom?

WHAT ARE WE LEARNING?
- Using the language of direction and distance to specify location.
- Using a range of processing and comprehension strategies.
- Understanding the similarities and differences between rural and urban lifestyles in NZ.

TRY THIS WITH
- Years 4 – 8
- Students who have an interest in Geography.
- Students who love problem solving under pressure.

FIND

Locate	Explain
Show	List
Trace	Make

Experiment with Google Maps by locating your school.

Practice working with Google Street View and Satellite View.

Make a note of your school's physical address.

Use a string and pencil to draw a circumference with your school at the centre.

Identify key features inside the area of your circle – shops, roads, supermarkets, parks, farms.

As a class investigate key concepts of New Zealand geography.

Clarify North and South Islands.

Promote discussion to identify people the students know that live in other parts of New Zealand.

Who does the class know between them that lives in the smallest town or the largest city.

Where have people travelled in New Zealand that is different from where they live now.

Inform students that they have been assigned a Class*ified* class partner somewhere in NZ.

APPLY

Connect	Choose
Clarify	Examine
Question	Interview

Remind students – to win Class*ified* you must uncover the four answers quicker than the other class.

Assign roles – Ambassador, Director, Detectives, Cheerleaders and Reporters.

Choose a practice location that you are familiar with and role play a Class*ified* session.

Plan your Class*ified* logistics with your partner teacher.

Take part in the real Class*ified* game.

Connect with your city or country school via Skype.

Remind students that they are to use only yes or no answers.

Question your school to find out in order their island, region, city or town and school name.

Blow the socks off the other students by WOWing them with 'stun facts'.

Question your opposing class to find out interesting information.

PRODUCE

Discover	Influence
Transform	Compare
Produce	Combine

Show your students School Lunches and Where Children Sleep.

Understand that we can read an image like we can a book and assign students images to analyse.

Identify similarities and differences between images.

Conduct a photographic scavenger hunt:
1. Wherever you are at exactly 7.30am,
2. How you get to school, 3. View from your school's front gate, 4. Your Teacher, 5. Your classroom, 6. Your Principal in their office, 7. Lunch time – food, 8. Lunch time – play 9. What you are wearing on your feet at the end of the day, 10. Wherever you are at exactly 5pm.

Watch the Overapp Instructional Video to understand how to overlay text on images.

Use the scavenger hunt photos as a base for overlaying text.

Each photo needs text that states time, place and scavenger hunt subject.

Contribute to the Do you see what we see? online exhibition.

SUCCESS CRITERIA

Students can check they have completed the task successfully by:
- Identifying key features around their school in preparation for Class*ified*.
- Participating and contributing in the Class*ified* game.
- Contributing scavenger hunt images with text overlay to the online collaborative exhibition.

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	KEY CONCEPTS
Learning to learn	Community and participation	Relating to others	Social Sciences	Similarity	Location
Future focus	Innovation, inquiry and curiosity	Using language, symbols and text	Mathematics	Difference	Position
		Participating and contributing		Elimination	Critical thinking
				Location	Interrogation