

# Green Bay School Learning Pathways Planning - Term 2 2010

## School Jubilee

*High Expectations*

*Treaty*

*of Waitangi*

**Essence Statement:**

**In Social Sciences, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.**

**In Technology, through the Technological Knowledge Strand, students discover how and why things work through functional modelling necessary to produce a moving toy.**

**Big Question: How has West Auckland changed?**

**Sub Questions:**

- What is the history of Green Bay School and why are we having a Jubilee? (What is a Jubilee?)
- How have things changed over 50 years?
- What else was happening 50 years ago?
- What sources can we use to find out our information?

**Key Competencies:**

- Thinking:
- Relating to Others
- Using language, symbols & texts

Planning will show how these particular Competencies are to be taught.

**Deeper Understandings:**

- How time and changes affect people's lives
- Some things change more than others; some things stay the same.
- The impact that Green Bay School has had on people's lives.
- World/national events happening 50 years ago.
- Different ways we learn about history (oral recollections, Journals, diaries, old papers, photos etc).

**Thinking/Information Skills:**

- Thinking Hats
- Thinkers Keys: 'What If?', 'Alphabet Key' and 'Reverse Key'
- Open/closed questioning
- Interview skills -key elements
- Hot Seating
- Venn Diagrams
- Timelines (vertical/horizontal)
- Blooms Taxonomy

**Values:**

Values are to be encouraged, modelled & explored

- Aroha
- Partnership with Community
- Excellence

Learned to Learn

**Digital Technologies:**

- Photos/Compare & Contrast
- Interviews
- Use of digital camera
- Possible use of video for interviews
- Recording apparatus

**Achievement Objectives:****Level 2: Social Sciences****Social Studies - Continuity and Change**

Students will...

- Understand how time and change affect people's lives
- Understand how places influence people and people influence places

**Level 2: Technology****Technological Knowledge: TK**

Students will...

Technological Modelling

- Understand that functional models are used to explore, test, and evaluate design concepts for potential outcomes and that prototyping is used to test a technological outcome for fitness of purpose.

Technological Products

- Understand that there is a relationship between a material used and its performance properties in a technological product.

**Learning Experiences: Social Studies**

1. Students will choose an old photo or object and take a modern photo of a similar image and write statements comparing and contrasting for a display.
2. Students will develop interview skills and use these to interview an older person about their memories relating to West Auckland
3. Students will use the information gained above to write an account to be collated into a "Memories" Book for the Jubilee (and possibly for the John T. Diamond Competition in Term 3).
4. Reading activities could look at recording of past events using Journals, diaries, photos, oral history etc.
5. Dress-up Day or other experience to demonstrate understandings of the Jubilee and how things were different in the past
6. Possible trip to MOTAT, Museum, Howick Village
7. Visiting speakers to be invited to the school to speak about early Green Bay or West Auckland, e.g. Jean Blaiklock, Peggy from GB Bookshop, Pine Song residents, West Auckland Historical Society, etc.
8. Possible lasting mementos for Jubilee, e.g. orchard, native tree planting, mural of the past, tiled pathway, possible "Time Capsule" contribution to be incorporated into an outdoor seat in the Native Walkway.
9. Social action ideas from older students may be generated and given to the Jubilee Committee.
10. NB It is not envisaged that a "Memories" topic will lend itself to entry in the Zone Speech Competitions unless they have relevance to a wider Auckland audience.

*Cultural Diversity*

*Inclusion*

**Suggested Assessment Task:**

Key Skills:        *How time and changes affect people's lives*  
                         *Interview Skills*

- These skills could be combined into an Interview between 2 children, with one taking the modern point of view, the other the olden day view. Does the conversation reflect an understanding of how time and changes affect people's lives? Does the conversation demonstrate the key interview skills you have taught your students, e.g. open/closed questions?
- OR develop your own syndicate rubric
- OR Time & Change could be assessed using a Venn Diagram or analysing students' 'Memories' writing and statements accompanying their photos.

**RESOURCES**

Experts:

Peter & Jean Blaiklock (Ph 817 6268);  
ex local butcher (refer Murray),  
Peggy @ GB Book Shop  
Vivienne from West Auckland Historical Society (ph. 833 4692)  
Mill Cottage (836-5917 Mondays 10-3pm) – oldest school house in WA

Book - Waitakere Libraries : "Between the Valley and the Sea" by Peter Blaiklock - history of GB area.

Photos: school archives (Resource Rm), includes 3 aerial photos you will each be given of early GB; copies of 25<sup>th</sup>, 40<sup>th</sup> and 45<sup>th</sup> Jubilee booklets will be given out to you.

Chamley collection: a box of notes, newspaper clippings, etc given to West Auckland Historical Society by Mr Chamley, Larry's father (who used to be on the first GBS Parent Committee). Copies of the most useful items will be provided to us by WAHS.

Copy of Historical Journal article on "Pine Song" (coming out in next 3 weeks)

J.T. Diamond Essay on "Pine Song" available through Waitakere Libraries.

Early West Auckland J.T. Diamond sets of books in our resource room (from an era before 1960).

Raewyn, Local History librarian, J.T. Diamond Room (Ph. 836-8000 x 7505);  
[localhistory@waitakere.govt.nz](mailto:localhistory@waitakere.govt.nz); Maori Services librarian ph. 839-2260.

Waitakere Libraries [www.waitakerelibs.govt.nz](http://www.waitakerelibs.govt.nz). Dewey no 993.23 for West Auckland. Has an excellent on-line photo collection - accessed through this portal (this would be a good source for your comparison photos).

WCC also has an impressive collection of Western Leaders dating back to the 1960's, plus other community newspapers, and clippings files on allsorts of topics.

WCC can support us with coming to school and talking to staff about Oral History - they have a professional oral historian - plus can offer several staff members who could come out and talk to groups of students.

Green Bay Primary and Intermediate School