

LER 16

Criteria Mapping for Citizenship of Groups

NAME: _____

CITIZENSHIP CRITERIA	I belong.	I have a role - I participate in this group / place.	I have an opportunity to share my ideas and opinions and I am listened to.	I follow the rules most of the time.	I can make the group or place better.	TOTAL
GROUPS	Scale: Put a number between 1 and 5. 1 being low and 5 being high.					TOTAL
Example	5	4	3	5	4	21
Whānau/ Family						
My Local Community						
My Town/City						
Aotearoa/New Zealand						
The Earth/Ao te Whenua						

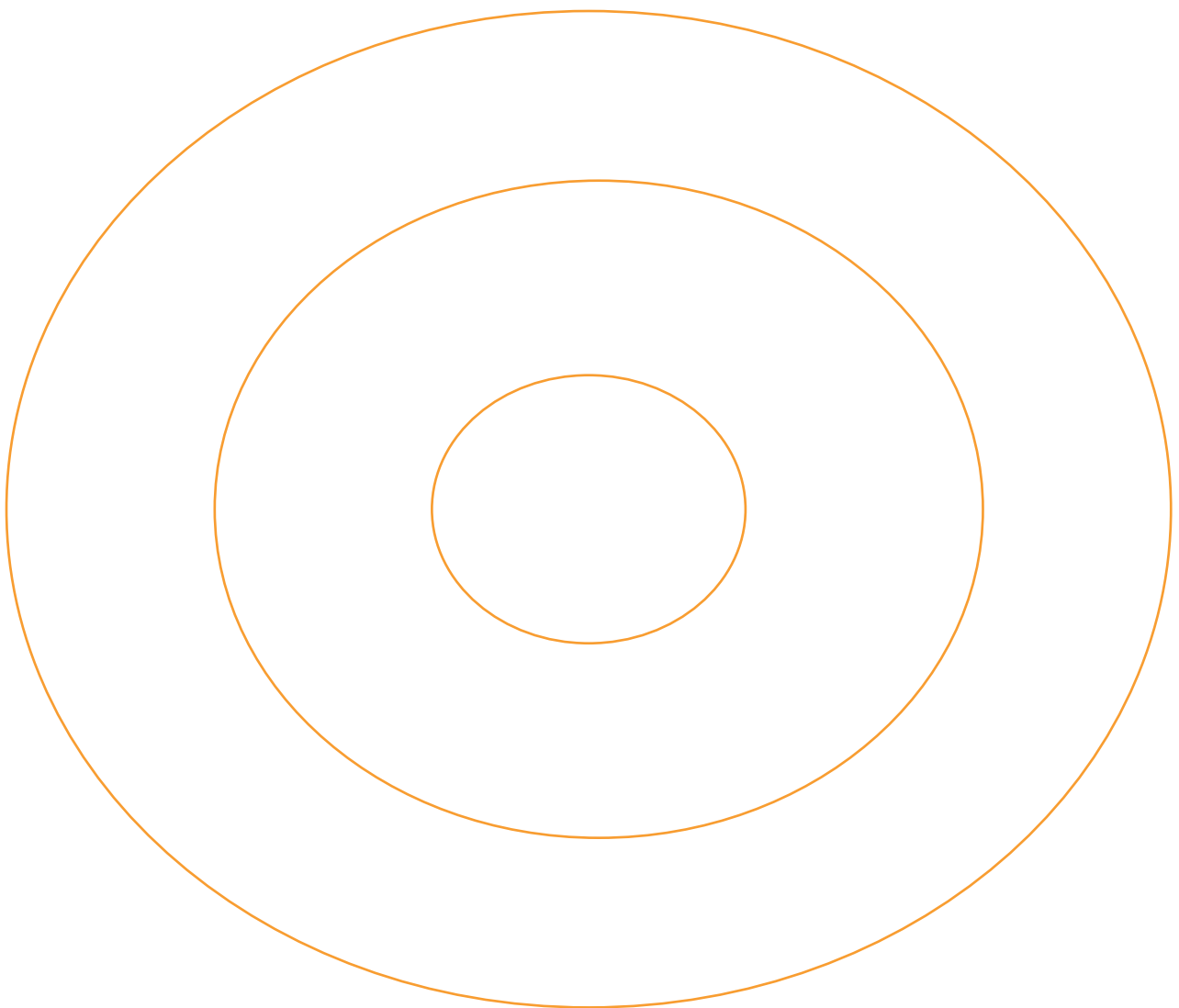
LER 17

Mapping the Groups I Belong to

Put your name in the middle of the page and then your family close by. As the groups get bigger put them further out on the page. eg: Earth / Ao te whenua will be near the outside edge.

Draw a circle around each group which shows how much you feel you matter, have a voice and can make a difference. A small circle for those groups where you scored low on the Citizenship criteria, and a larger circle for those groups where you scored higher.

Groups where I matter, belong, can make a difference and have a voice



Reflection Questions

- What things are the same and different between your map and your buddy's map?
- How do you feel about being a citizen of your different groups?
- Within each group do you feel you have a 'voice', that people listen to you? Discuss this.
- How do you participate and contribute positively in these groups e.g discussions, actions, voting.

SCENARIO 1

There was a plot of land near to a school that was full of rubbish and weeds. A class has helped the local council to tidy it up. They made a plan together. They planted native trees and other plants. It is now full of birds and insects. The class raised money for a wooden seat. It is a place where people can walk or sit.

SCENARIO 2

There is a group of students from another school visiting. Usually the students are shown around by a teacher and then are left to look after themselves. This time your class welcomes them in and shows them where everything is. At break times you make sure they have somewhere to sit and introduce them to other students. At lunchtime you provide them with food and drink. Then at the end of the day you say goodbye and wish them a safe journey home.

You are at sports practise and someone in the team is having a bad day and not playing very well.

You are walking to school and you see someone pull some letters out of a letter box and throw them under a bush.

Your friend is away sick and you know she has library duty. If she is not there the library will have to be closed for lunchtime.

Your mum has been sick all week and when you get home from school she is sitting on the couch looking unwell.

You have been asked to take out the rubbish. You forgot and the dog got into it.

You have new neighbours and you are excited to meet them until you see they look different from you and speak another language.

There is a new kid at school and your teacher has asked you to look after them. Your friend says no and walks away.

Your school is having elections for the student council. You hear people saying they are not going to bother to vote.

You really enjoy playing your sport but your team needs some new uniforms or equipment.

You see a bunch of younger children up to mischief during play time.

A local church is damaged in a fire. People have donated money to help fix the church.

Your local park has an area of native bush but it is full of weeds and rubbish so it is not very nice to spend time there.

There are families in your community that cannot afford to buy good food.

Allocate jobs

- director, time monitor, on task manager, noise monitor

Consider

- time frames: time to prepare, length of role play.

Choose

- issue, characters and setting

Discuss

- situation and good citizenship, kaitiakitanga, manaakitanga behaviour being shared with class

Practise

- exaggerate movements, speak clearly, create good flow

Show

- to the class

STEPS:

1. **CREATE A STORYBOARD** outlining what will happen in each scene. Draw image and add description about what is happening in each scene. See the template on the next page.
2. **DISCUSS AND LIST** who will gather what
 - Scenes, wardrobe, props.
3. **PREPARE**
 - What equipment is needed? Video recording device, tripod.
4. **RECORD**

Handy Hints:

 - Pay attention to outside influences, eg. filming in windy or noisy conditions lessens the quality of the video.
 - Make sure that the camera is close enough to the actors so that they can be heard clearly.
 - Be careful not to move the camera back and forth too much.
5. **EDITING**
 - Re shoot any parts that cannot be heard easily or don't look right.
 - Cut out any silences that shouldn't be there.
6. **INSERT CREDITS** at the end and make sure that everyone involved in the movie is credited.
7. **UPLOAD** the video to Vimeo or YouTube then add to your blogs/websites.



Movie Making Guidelines - STORYBOARD

LER 22

How I add to the Mauri of my groups and places

Create a mind map or picture map that shows what you do or could do to add to the mauri of my community within these different groups.

Include the information:

At home I ...

What are the benefits for me ?

What are the benefits for my whānau ?

At school I

What are the benefits for me ?

What are the benefits for my school ?

In my neighbourhood I

(This could include sports teams, clubs, marae etc)

What are the benefits for me ?

What are the benefits for my community ?

Or create a game that has the same information with in it.