



DISCOVER PHILIPPINES

SOCIAL STUDIES YEAR 5-8

Objectives	
<p>Achievement outcomes Students will gain knowledge, skills and experience to:</p> <ul style="list-style-type: none"> • Understand how cultural practices vary but reflect similar purposes (Level 3). • Understand how people view and use places differently (Level 3). • Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people (Level 4). 	<p>Learning area: Social studies Years: 5-8 Curriculum Level: 3-4 Unit Duration: 4-5 weeks (2-3 lessons per week).</p>

Integration into other learning areas		
<p>ENGLISH Listening, reading and viewing Processes and strategies:</p> <ul style="list-style-type: none"> • Integrate sources of information, processes, and strategies with developing confidence to identity, form and express ideas. 		
<p>DRAMA Communicating and interpreting</p> <ul style="list-style-type: none"> • Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies combine to create meaning in their own and others' work. 		
<p>DANCE Understanding dance in context</p> <ul style="list-style-type: none"> • Explore and describe dance from a variety of cultures. 		
<p>MUSIC Understanding music</p> <ul style="list-style-type: none"> • Identify and describe the characteristics of music associated with a range of sound environments, in relation to historical, social and cultural contexts. 		
Values:	Key competencies:	Principles:
Diversity Equity	Thinking Managing self	Cultural diversity Inclusion

Disclaimer: This resource was produced on behalf of the Asia New Zealand Foundation, for teachers, to grow New Zealand students' knowledge of Asia. The content of this resource does not necessarily reflect the views of the Foundation. Some resources reflect individuals' views and those prevalent during significant historical periods.

Community and participation Respect	Participating and contributing	Community engagement
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Assessment opportunities:

At the end of the unit, students will have the opportunity to present their learning about the Philippines in a form of their choosing, depending on what modules were focused on. Some ideas include:

- Complete a Venn diagram comparing New Zealand and Philippines (Copy master 12).
- Draw a cartoon strip using Comic Life or Canva to show an aspect of Philippines they have learnt about- school, daily life, animals.
- Write a postcard to a pretend person in Philippines asking them questions about their life, and stating what you like/find interesting about their country (Copy master 13).
- Perform a role-play with a group to demonstrate some of the aspects they have learnt about.
- Construct a PowerPoint to showcase everything you have learnt about the Philippines.

Unit focus:

The core learning in this unit consists of the students learning about the Philippines and then also comparing what they have learnt throughout the unit to New Zealand and our day-to-day life.

The unit is designed in modules, aside from the general information at the start; teachers and students can then select what modules they want to look into. Students can complete it independently with teacher supporting throughout lessons.

Context:

The unit is designed so that students are able to look into an aspect that they are interested in whilst the teacher can facilitate their learning. Students can work individually or in small groups. At the end of each lesson students can report back on what they learnt.

After a general introduction covering geography, climate and brief history, the modules to choose from are:

- Module 1: Languages
- Module 2: Native animals
- Module 3: Games/Sport
- Module 4: Art
- Module 5: Dance
- Module 6: Famous landmarks
- Module 7: School and daily life
- Module 8: Food

Throughout all of the modules there is a focus on comparing the Philippines to New Zealand and how we are similar/different.

Lesson 1 - Hook into unit - What do we already know	
Curriculum achievement objectives	Understand how people view and use places differently (Level 3).
Learning Intention	We are learning to explore what we already know about the Philippines.
<p>To kick-start the unit, play the thinking routine “See, think, wonder”. Don’t give any information about the background of the pictures at all, not even the country ideally. Use the pictures from <u>Copy master- 1 Pictures</u>. Then record the information on <u>Copy master 2- See think wonder</u>, you could either complete a whole class table or in individual/small groups.</p> <p>See - What can they see in the images, record everything, and try to get them to think deeper into what isn’t there e.g. shoes on their feet, roads.</p> <p>Think- What do they think is happening in the images? What do they think about it?</p> <p>Wonder- What does it make you wonder?</p> <p>After you have recorded the information, inform the students that these pictures were of students in the Philippines making their way to school, something some of them do this way every day!</p> <p>Further information and explanation on the thinking routine can be found here - See, think, wonder</p> <p>Explain to the students that over the course of the next few weeks that we will be learning about the Philippines. The Philippines consists of over 7000 islands! It is located in South East Asia.</p> <p>Tell the students that before we go into the unit it is important we look at what we already know and what we may want to explore further. With the class construct either a brainstorm together or get the students to independently construct their own. Write down everything they already know, or want to know. You can do this on poster paper or some more exciting ideas: Padlet, ibrainstorm, Popplet or google docs. If students complete it individually, come back together as a class to record ideas and discuss what they want to find out more about.</p> <p><i>Introduce the modules that they can choose from to learn about further:</i></p> <p>It is recommended that the students choose their own modules that they will do independently; you could focus and do it as a whole class however if you have various learning needs.</p> <ul style="list-style-type: none"> ▪ Module 1: Languages ▪ Module 2: Native animals ▪ Module 3: Games/Sport 	

- Module 4: Art
- Module 5: Dance
- Module 6: Famous landmarks
- Module 7: School and daily life
- Module 8: Food

Reflection – Discuss how they get to school each day, how many bike, get driven, scooter, walk etc. Imagine if you had to get to school EVERY day how these students got to school, how would your body feel by the time you got to school, would you be ready for learning? What do you think these students may do when they get home from school? Would it be similar to you? Watch TV, homework, play outside, ride bikes etc?

Lesson 2 - Where are the Philippines?

Achievement objectives

Understand how people view and use places differently (Level 3).

Learning Intention

We are learning to locate the Philippines on a map and its surrounding countries.

Inform the students that today we are focusing on where the Philippines are located, identifying some of the places and also the countries nearby.

Ask if anyone can find the Philippines on a world map. Copy Master 3 - World Map.

Once the Philippines is located, ask the student how he/she knew where the Philippines was e.g. Had they been there on holiday? Originally from there? See if they can identify any of the other Asian countries nearby the Philippines.

Get students to either individually or in small groups do some quick research and find 2 or 3 facts about the country with a focus on its population, landscape, and other special features. Give students no more than 10 minutes. You may wish to set up a Google doc for students to record what they find.

Some facts they may discover include:

1. The entire landmass of the Philippines is only made up of islands. It has approximately 7500 islands, and only 2000 are inhabited.
2. There are approximately 175 different languages spoken in the Philippines, the official language is Filipino and English.
3. Filipinos love following basketball. They have their own professional league, and it is the second oldest in the world after the NBA.
4. The current population is 103 million people.

Discuss how the Philippines population compares to New Zealand - 103 million vs. 4.5. Ask students to create a visual picture in their head of just how different this would be and imagine all the islands in the area.

Refer to Copy Master 4 - Population Density, to try and demonstrate how many people per square kilometre. In the Philippines there is approx. 337 people per square km, in New Zealand it is only 46 people per square km. Discuss how this makes everything rather different in a country e.g. size of houses, how many people they fit inside, amount of parks/empty spaces etc. You could even use Google Earth and zoom in on some highly populated areas to show how small the properties are.

Hand students their own map of the Philippines to refer to - Copy Master 5 - Map of the Philippines. Students are to find and label the areas listed.

Reflection - Have a discussion with the class about what they imagined themselves about the Philippines before today. Did they think it just consisted of one big island? What were they surprised to learn about?

Modules

These modules are designed so that the students can independently select and choose based on their interests.

Set aside time at the end of each lesson to share what they have been working on and what they have learnt so far.

Module 1: Languages	
Achievement objectives	Compare and contrast languages (Level 3).
Learning Intention	We are learning how to conduct a simple conversation in Tagalog.
<p>Refer to Copy masters – Module 1: Languages</p> <p>For the language module students will either be working on:</p> <ol style="list-style-type: none"> 1. Construct a cartoon strip showing two people meeting each other and using Tagalog to speak. 2. Present a play to the class of two people meeting each other. This can also be pre-recorded and then the video shown to the class. <p>For help with pronunciation type into Google- Free Tagalog lessons</p>	

Module 2: Native animals	
Achievement objectives	Understand how people view and use places differently (Level 3).
Learning Intention	<p>We are learning to identify common animals found in the Philippines.</p> <p>We are learning to describe simple facts about common Filipino animals.</p>
<p>Refer to Copy masters – Module 2: Native Animals</p> <p>Once the students have briefly researched about animals found in the Philippines, they will work on constructing a poster, either digitally or on paper, informing people what they can do to help save endangered animals in the Philippines. Once they are finished, they will present to the class.</p>	

Module 3: Games/Sport module	
Achievement objectives	Understand how cultural practices vary but reflect similar purposes (Level 3).
Learning Intention	<p>WALHT: Explain and teach a Filipino game to our classmates.</p> <p>WALHT: Demonstrate how to play Tapatan with a friend.</p>
<p>Refer to Copy masters – Module 3: Games/Sport</p> <p>During this module, students will be researching the traditional games in the Philippines and comparing the typical games they play in comparison to New Zealand students.</p> <p>They will then choose one of those games and teach it to the class, they will construct a plan of the equipment they need and instructions for the class.</p> <p>After this they will learn how to play Tapatan, and then teach a friend how to play it.</p>	

Module 4: Art	
Achievement objectives	Understand how cultural practices vary but reflect similar purposes (Level 3).
Learning Intention	WALHT: Describe a Filipino artist and then make a comparison against a New Zealand artist.
<p>Refer to Copy masters – Module 4: Art</p> <p>During the art module, students will be researching one Filipino artist that they like their artwork and describing their history, the type of art they were known for etc. They will then compare this artist to New Zealand artists and write down if there are any similarities/differences between them.</p>	

Module 5: Dance	
Achievement objectives	Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people. (Level 4).
Learning Intention	<p>WALHT: Summarise the brief history of some popular Filipino folk dances.</p> <p>WALHT: Demonstrate the basic steps of the Tinkling dance.</p>
<p>Refer to Copy masters – Module 5: Dance</p> <p>During the dance module, students will look at the history of some popular folk dances and take a guess at what they think they mean before researching their true meaning.</p> <p>They will then learn the basic steps to the Tinkling dance and perform it to a friend or the class.</p>	

Module 6: Famous landmarks	
Achievement objectives	Understand how people view and use places differently (Level 3).
Learning Intention	<p>WALT: Describe common landmarks in the Philippines.</p> <p>WAL: that places hold meaning for people.</p>
<p>Refer to Copy masters – Module 6: Famous Landmarks</p> <p>During this module students will research some basic geography of the country and compare it to New Zealand. Before then completing a presentation of 3 famous landmarks and presenting this to the class.</p>	

Module 7: School and daily life	
Achievement objectives	Understand how cultural practices vary but reflect similar purposes (Level 3).
Learning Intention	WALHT: Compare a Filipino school to a New Zealand school.
<p>Refer to Copy masters – Module 7: School and daily life</p> <p>During this module, students will view photos of typical classrooms in the Philippines and construct a Venn diagram to show how they differ from our schools. They will then watch a video clip of a typical day in an 11-year-old life and write about what they observed.</p> <p>Lastly, they will compare the customs and etiquette and if they choose to they can make a movie to show at least two things they can do in the Philippines that would be considered polite.</p>	

Module 8 : Food	
Achievement objectives	Understand how people view and use places differently (Level 3).
Learning Intention	Describe the types of food Filipino people eat.
<p>Refer to Copy masters – Module 7: School and daily life</p> <p>During this module, students will construct a collage digitally to show the traditional food eaten in the Philippines, including the name of the dish and a brief description. Once completed, they will present to the class and provide an explanation in their own words of how it differs from our typical foods, cooking methods etc.</p>	

Assessment

Due to the class completing such a variety of modules and learning throughout this unit, allow the students to choose how they would like to demonstrate all the learning they have done:

- Complete a Venn diagram comparing New Zealand and Philippines (copy master 6).
- Draw a cartoon strip using comic life or Canva to show an aspect of the Philippines they have learnt about e.g. school, daily life, animals...
- Write a postcard to a pretend person in the Philippines asking them questions about their life, and stating what you like/find interesting about their country (copy master 7).
- Perform a role-play with a group to demonstrate some of the aspects they have learnt about.
- Construct a PowerPoint to showcase everything you have learnt about the Philippines.

Additional Resources

Copy Masters

School Journal Part 3 No 2 1995 pg. 60-64. Like a water buffalo. Olivia is already wet and muddy, so why shouldn't she do as the water buffalo do? A story from the Philippines. A simple map on the inside front cover of this journal shows the location of the Philippines.

References

Save the Sea poster picture: www.thesmartteacher.com/exchange/resource/595

Golden frog poster picture: www.endangeredquest.weebly.com/action.html

Numerous poster pictures: www.kidworldcitizen.org/endangered-species-projects-lessons-kids/

Clipart used purchased from Teachers pay teachers through Educlips.

Postcard template: www.images.template.net/wp-content/uploads/2015/04/Postcard-Template-Free.jpg