

Making connections: Aotearoa New Zealand and Asia

Inquiry and discussion/project cards for year 7 and 8 ākonga

Overview and
guide for teachers



Asia New Zealand
Foundation

Te Whītau Tūhono |



Nau mai, haere mai

The intention of this resource, Making connections: Aotearoa New Zealand and Asia, is to provide opportunities for ākonga in years 7-8 to explore connections between communities and culture in Aotearoa New Zealand and communities and cultures in Asia. Using the Te ao tangata | Social sciences refreshed learning area, the resource guides ākonga through inquiries that span the history of Asian migration in New Zealand with reference to the progress outcomes to the end of Year 8.

How to use this resource

This resource consists of two types of cards: inquiry cards and discussion cards.

The inquiry cards cover four themes (described below) and can be used by individual ākonga or in small groups. Most learners should be able to complete the tasks independently, with help and guidance from teachers when needed.

At the end of the inquiry, ask the group to present their findings and combine each theme into a wider pool of class-owned knowledge. Learners can work with you to create presentation ideas and join their pieces of the inquiry into a coherent whole. There is also the opportunity at this point to extend the learning through personal reflection and social action.

The discussion cards could be used as discussion starters for small groups, or as whole-class learning.

The themes for each card (or set of cards) are:

Connections

Connection A

Connections and partnerships through food and trade

Connection B

Connections and partnerships through cultural taonga and sport

Connection C

Cultural expression and reciprocity

Connection D

Building empathy and understanding

Discussions

Discussion/project E

Being tauīwi (non-Māori)

Discussion/project F

Manaakitanga (showing respect, generosity and care)

Discussion/project G

Whanaungatanga (relationship, kinship and a sense of family connection)

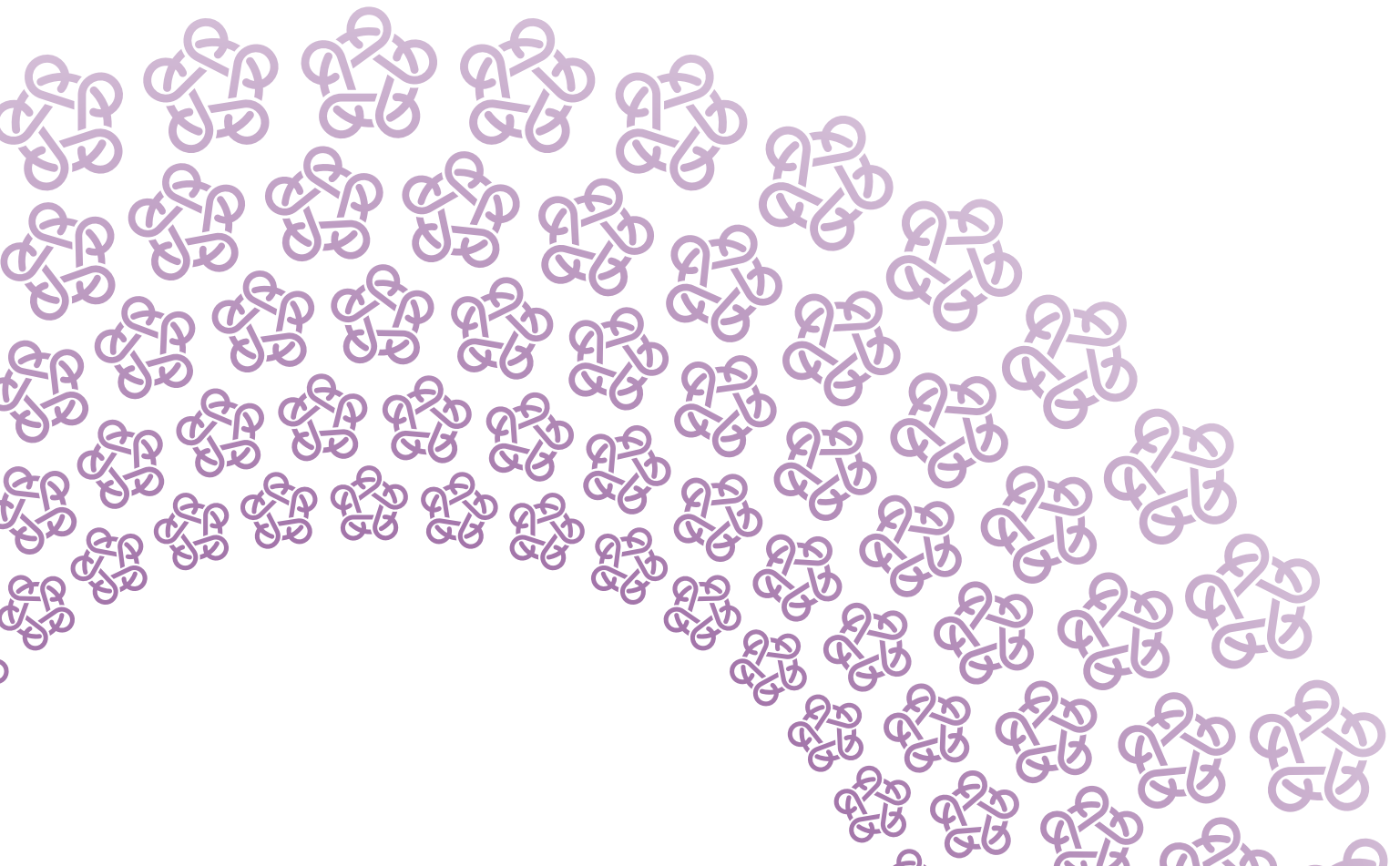
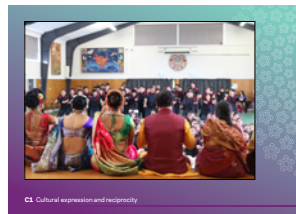
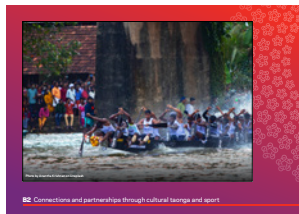
Discussion/project H

Kaitiakitanga (stewardship and guardianship)

Use of images

Each inquiry card includes an image. Images are a great way to invite ākonga to look beyond the obvious, enquire about perspectives and biases, and test assumptions. The photographs can be used as a separate part of the inquiry

card process. Use them as a bus stop activity, get each inquiry group to examine them before they begin, or analyse them as a whole class. Read [Teaching tips: Using historical images](#) to learn how to get the most out of this experience.



Curriculum links

Each set of cards links directly to the social studies curriculum Understand (U), Know (K), Do (D) framework (2022) as follows.

All of the cards relate to the same Big ideas and Know (context statements).

Big ideas

- People hold different perspectives on the world depending on their values, traditions, and experiences.
- Interactions change societies and environments.

Know (end of year 8)

- People use different ways to sustain and evolve their culture and identity.
- People can experience inclusion or exclusion in different situations, which has consequences for them and for society.
- Over time people from a wide range of cultures have participated in and contributed to Aotearoa New Zealand, while retaining and adapting their distinctive identities. The histories of Chinese, Indian, and other Asian communities, Pacific communities, refugee and faith-based communities, disability communities, and the Deaf community demonstrate how this has been experienced. Some have met barriers.

Do

Connection A - Connections and partnerships through food and trade

In my learning in te ao tangata | social sciences, I can:

- communicate information, using social science conventions (e.g., graphs and maps), synthesising ideas, making claims supported by evidence, and drawing conclusions.
- communicate with an audience and purpose in mind.
- reflect on the strengths and limitations of the communication process I have used and how effectively I have communicated.
- analyse and categorise people's values, viewpoints, and perspectives, including my own.
- use historical sources with differing perspectives on the past, giving deliberate attention to mātauranga Māori sources. I can recognise that the sources may not fully answer my questions and that my answers are themselves interpretations.

Connection B – Connections and partnerships through cultural taonga and sport

In my learning in te ao tangata | social sciences, I can:

- make connections between concepts by exploring different contexts.
- gather information from primary and secondary sources, considering their reliability and identifying their limitations.
- use literacy and numeracy tools (e.g., graphic organisers) to sort and group findings.

Connection C – Cultural expression and reciprocity

In my learning in te ao tangata | social sciences, I can:

- make connections between concepts by exploring different contexts.
- use literacy and numeracy tools (e.g., graphic organisers) to sort and group findings.
- analyse and categorise people's values, viewpoints, and perspectives, including my own.
- identify how language and messaging can be used to inform, to misinform, and to position people alongside particular values and perspectives.

Connection D – Building empathy and understanding

In my learning in te ao tangata | social sciences, I can:

- gather information from primary and secondary sources, considering their reliability and identifying their limitations.
- ask a range of questions that support meaningful investigations into social issues and ideas.

- use historical sources with differing perspectives on the past, giving deliberate attention to mātauranga Māori sources. I can recognise that the sources may not fully answer my questions, and that my answers are themselves interpretations.
- analyse and categorise people's values, viewpoints, and perspectives, including my own.
- communicate with an audience and purpose in mind reflect on the strengths and limitations of the communication process I have used and how effectively I have communicated.

Discussion/project E – Being tauwiwi (non-Māori)

- ask a range of questions that support meaningful investigations into social issues and ideas.
- communicate information, using social science conventions (e.g., graphs and maps), synthesising ideas, making claims supported by evidence, and drawing conclusions.

Discussion/project F – Manaakitanga (showing respect, generosity and care)

- engage with people in respectful and ethical ways in order to understand their perspectives.
- analyse and categorise people's values, viewpoints, and perspectives, including my own.
- communicate with an audience and purpose in mind.
- construct a narrative of cause and effect that shows relationships between events. By comparing examples over time, I can identify continuity or changes in the relationships. I can recognise that others might interpret these relationships differently.

**Discussion/project G - Whanaungatanga
(kinship and a sense of family connection)**

- make informed ethical judgements about people's actions in the past, basing them on historical evidence and taking account of the attitudes and values of the times, the challenges people faced, and the information available to them.

**Discussion/project H - Kaitiakitanga
(stewardship and guardianship)**

- make connections between concepts by exploring different contexts. Communicate information, using social science conventions (e.g., graphs and maps), synthesising ideas, making claims supported by evidence, and drawing conclusions.
- communicate with an audience and purpose in mind.
- reflect on the strengths and limitations of the communication process I have used and how effectively I have communicated.



Learner agency and expertise

The inquiry cards are designed to be completed by students, with you as a facilitator. Using context and content that is relevant to the learners' lives ensures that learning experiences are inclusive and culturally aware. Be willing to step back and listen to your students, acknowledging a special place for tangata whenua and students of Asian ethnicity, and their expertise and prior knowledge. Recognise that some students have experience that you may not have. Let them lead the other students, invite their whānau to the school, and be the experts. Validate their experiences in the eyes of their classmates.

Set up expectations, and organisation and inquiry models, so that the learners have a framework. Co-constructing with students how to work, what can be accessed and why they are learning this content, will help the inquiry run smoothly. Encourage them to think beyond the cards - what else do they want to know?

Encourage the students to keep reflecting on their learning. Use these questions to spark responses:

He aha ngā mea uaua ki a koe?

What did you find hard?

Nā wai koe i āwhina?

Who helped you?

He aha te mea tino whakahī ki a koe?

What are you most proud of?

He aha ngā mea i āwhina i a koe kia mau tonu tō arotahi?

What helped you stay focused?

He aha ngā mea pārekareka ki ngā tāngata kē?

What could be interesting to other people?

He aha ngā hua pai o te mahi ngātahi?

How did working with others help you?

Ki te mahi anō koe, he aha ngā rerekētanga?

What would you do differently next time?

Kua panoni pēhea koe?

How have you changed?





Useful links

In addition to those sources provided to the learners, some specific teaching resources may be helpful.

Instructional series – a number of School Journal texts relate to the content of the cards, and the texts could be used for instruction or shared reading. Teacher support materials for these texts are listed below:

[Chinese New Zealanders and Chinese New Zealanders Teacher Support Material](#)

[Reading Comics Teacher Support Material \(PDF, 10 MB\)](#)

[The Story of the Ventnor Teacher Support Material](#)

[Bok Choy Teacher Support Material](#)

[Bok Choy \(comic\) Teacher Support Material](#)

[Bok Choy \(comic\) Audio](#)

[Alvin and Me](#)

[Something Alive Teacher Support Material](#)

Aotearoa New Zealand's histories resources for teachers

[Our stories: Chinese histories](#)

[Connecting current events to the past: The Ventnor story](#)

[Our stories: New Zealand Indians](#)

[Tools for primary source analysis](#)

Asia New Zealand Foundation resources

[Educational resources](#)

[Asia Media Centre](#)

[Unlocking Māori Success in Asia](#)



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