



Years 4 - 6 One World
Theme: Chinese Identities and Values

Lesson 1 – Class identities and values

Level 3 Achievement objective, A4 – *Students will describe how their own feelings, beliefs, and actions and those of other people contribute to their personal sense of self-worth*

Learning objectives

- Students will create, share and participate in individualised movement sequences that express their beliefs, values and personal identity.
- Students will accept and value others movement sequences that express their personal identity.

Activity 1 – Zang Thang – Exploration of identity and values

Refer to *Olympism – Attitudes and Values in Physical Education Yrs 5–7*, p. 18

Teacher notes:

Ensure that students understand the meaning of identity and value from both an individual perspective and collectively as a class. Each student identifies two significant influences in their life or two things that matter to them, for example, a special place (a holiday place, their home or country of birth, or their turangawaewae or people, such as whāea or pāpā. They should also identify something that has significant meaning in terms of who they are, and what they do, for example, having a generous nature, being helpful to others, being friendly, or enjoying kapa haka, swimming, drawing, or reading (MOE, 2004, p.18).

Key questions

- What have you learnt about the identity and values of people in your class?
- How is this class in New Zealand similar or different to classes in other countries?
- Are there things about us that we didn't feel comfortable sharing in the dance? Why?
- Does a performance always give you an accurate picture of who and what people are?