



## Introduction

This planning resource recommends journal stories and articles that focus on **building identity, having a sense of belonging, with a context of belonging in a family and a community**. We have searched many schools long term plans and it seems that this is a topic many of you are covering in some way.

This quick-fire planning resource provides a range of School Journal resources to support you in your planning.

## NEW ZEALAND CURRICULUM

	Level 2	Level 3	Level 4
<b>LEARNING AREA</b>	Social Sciences		
<b>CONTEXT</b>	Family, Building relationships, Belonging to a community		
<b>ACHIEVEMENT OBJECTIVES</b>	Social sciences and health		
<b>TOPIC</b>	Responsibility, teamwork, accountability, culture, critical thinking		
<b>Social Sciences AO</b>	People have social, cultural and economic roles, rights and responsibilities	People make and implement rules and laws	Leadership of groups is acquired and exercised and has consequences for communities and societies
<b>Health AO</b>	<b>Relationships with Other people</b> Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.	<b>Relationships with Other People</b> Identify and compare ways of establishing relationships and managing changing relationships.	<b>Relationships with Other People</b> Identify the effects of changing situations, roles and responsibilities on relationships and describe appropriate responses.

## Stories and poems

### *Tihei mauriora*

#### **Pt 1 No. 5 2000 p2-7**

Mum is having a baby. She is lucky because she has three very excited daughters to help her. They rub her back, help buy healthy vegetables, and even sit with her in the hospital.

### *Uncle Tino*

#### by Jane Davitt Va'afusuaga **Level 2 October 2012 p26-32**

Uncle Tino has recently arrived from Samoa. Jessie and Jonas; his nephew and niece, are embarrassed by their uncle because he is so loud and outgoing. However, when he gets involved in helping out with their cultural group at school, they realise how much he knows about Samoan culture. They become very proud of him.

### *Living with the Consequences*

Poem by Carl Nixon

#### **Level 3 Feb 2012 p42**

### *Smokefree*

by Feana Tu'akoi

#### **Level 3 November 2011 p44-48**

Mum's giving up smoking - again! The difference is this time it's a shared family responsibility.

### *Just Kidding*

#### **SJ Story Library 2012**

\*Reading level year 4

*Just Kidding* gently and implicitly explores the theme of bullying and provides opportunities for students to consider strategies for dealing with similar situations. Told through the eyes of a narrator, it portrays the tensions

### *Ducks*

by Sarah Penwarden

#### **Level 4 October 2012**

It's Nat's birthday, and as usual, she has to spend time with her father separately since her parents split up - a situation she doesn't like.

### *White Shoes*

by Melanie Drewery

\*Reading level year 5

#### **Part 4 No 2 2010 p19-24**

Tamati is sent to live with his grandmother in the backblocks. The story documents his journey of self-discovery. He connects with his Maori culture and identity and discovers a new, more positive sense of self.

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**Dad's Surprise**

by Jill Allpress

**L2 February 2012 p10-15**

Huia is afraid that she's ruined Dad's surprise, but her fear soon changes to pride.

**The Best Chef (Play)**

by Janice Marriot

**JJ No. 44 p18-24**

The children in the family are having a Best Chef competition. The judging panel is not impressed with the dishes, but the youngest child in the family makes a dish that everyone wants to eat.

**Making the Team**

by Feterika Sao

**Pt 1 No2. 2011 p2-7**

Ruby's disappointed not to make the girls' rugby team, but next time, she's determined to give it one hundred percent

between two students but also focuses on the importance of maintaining personal integrity. The story also deals with the responsibilities of those noticing bullying behaviour around them.

**Harakeke**

by Melanie Drewery

**Level 3 November 2011 p22-27**

Miria discovers that some rules can't be broken when she cuts the shoots of the harakeke she has been told not to.

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**Switching Sides**

by Jill MacGregor

**Pt 4 No 1 2011 p27-32**

An article describing the change Samoa made from driving on the right to the left-hand side of the road. This required significant leadership and support for people make the change.

**Farming Fish**

by Adam Pryor

*\*Reading level year 5***Level 3 February 2012 p44-48**

A report of a successful community project in the Solomon Islands.

**Being Kiwi**

by Iona McNaughton

*\*Reading level year 5***Pt 4 No 2 2010 p2-7**

Five students speak about their experiences of moving to New Zealand and how they feel about their new lives here.

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**Articles****Hauhake Harakeke**

by Sue Rei

**Pt2. No 3 2005 p6-11**

This recount describes a special celebration dedicated to the harvesting of flax planted seventeen years earlier as a community project. The children at this school learn about the tikanga (protocols) for harvesting harakeke (flax) and about how it can be used.

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\* Please note that in some instances we have placed some stories or articles at a higher level than indicated by the reading level, because they better match that level's AOs. (These have been signalled in the table). These texts enable students with a lower reading level, to meet and discuss the same concepts as their peers.