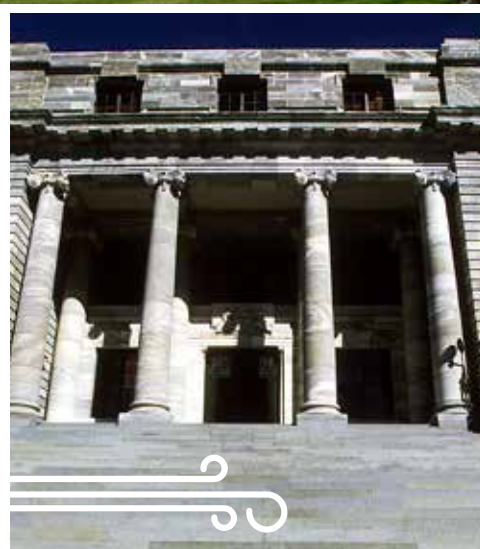
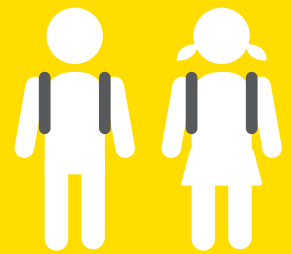




# ChangeAgents Resource

for teachers bringing  
students to Wellington







# Wellington

Absolutely Positively

## ChangeAgents

- A** National Library of New Zealand  
[www.natlib.govt.nz](http://www.natlib.govt.nz)
- B** The Supreme Court  
[www.courtsofnz.govt.nz/about/supreme](http://www.courtsofnz.govt.nz/about/supreme)
- C** Archives New Zealand  
[www.archives.govt.nz](http://www.archives.govt.nz)
- D** Parliament  
[www.parliament.nz](http://www.parliament.nz)
- E** Reserve Bank Museum  
[www.rbnz.govt.nz/financial\\_education](http://www.rbnz.govt.nz/financial_education)
- F** New Zealand Portrait Gallery  
[www.nzportraitgallery.org.nz](http://www.nzportraitgallery.org.nz)
- G** Wellington Museum  
[www.museumswellington.org.nz](http://www.museumswellington.org.nz)
- H** Museum of New Zealand Te Papa Tongarewa  
[www.tepapa.govt.nz](http://www.tepapa.govt.nz)
- I** Ngā Taonga Sound and Vision  
[www.ngataonga.org.nz](http://www.ngataonga.org.nz)
- J** The Holocaust Centre of New Zealand  
[www.holocaustcentre.org.nz](http://www.holocaustcentre.org.nz)
- K** Pukeahu National War Memorial Park  
[www.pukeahu.nz](http://www.pukeahu.nz)
- L** The Great War Exhibition  
[www.greatwarexhibition.nz](http://www.greatwarexhibition.nz)
- M** Government House  
[www.gg.govt.nz/tours](http://www.gg.govt.nz/tours)

## Transport and amenities

- Main bus route
- Accessible routes
- Public toilets
- Public showers
- Car parking
- Local bus terminal
- Inter-island ferries
- Railway station
- Wellington i-SITE
- One way streets

## Stay in touch

- WellingtonNZ.com
- Facebook.com/Wellington.NewZealand
- @Wellington\_NZ
- @Wellington\_NewZealand

[www.WellingtonNZ.com/schools](http://www.WellingtonNZ.com/schools)  
is the place to go to for suggested itineraries  
and advice on places to eat, stay and visit.

Wellington Zoo  
7 MINS DRIVE PAST  
BASIN RESERVE

Wellington Hospital  
2 MINS DRIVE PAST  
BASIN RESERVE

Weta Cave  
10 MINS DRIVE FROM  
MT VICTORIA TUNNEL

Wellington Airport  
10 MINS DRIVE FROM  
MT VICTORIA TUNNEL



# An overview of the ChangeAgents resource

Citizenship education involves students developing the dispositions, knowledge, and skills they need to play an active role in their communities and effect change in society.



This resource supports teachers who are designing learning experiences that develop citizenship. By bringing students to Wellington, teachers can use visits to the capital's unique institutions to help develop students' conceptual understandings associated with active participation and change.

## The resource covers:


- why Wellington is an ideal place for exploring citizenship
- how national institutions both change and are changed by society
- how students can form personal connections with institutions
- how you can use themes and concepts to connect students to citizenship
- how to craft questions for effective social inquiry.

## The resource includes:

**3 x**  
EXAMPLE  
SOCIAL INQUIRIES

**1 x**  
PLANNING TEMPLATE  
FOR YOUR OWN  
SOCIAL INQUIRIES

**Activities**  
TO USE BEFORE,  
DURING, AND AFTER  
YOUR TRIP TO WELLINGTON

 [CLICK on the above to go directly to the page](#)



# Why is Wellington ideal for exploring citizenship?

Compact and easily navigated, Wellington has a reputation for being the 'coolest little capital in the world'. With a high concentration of unique places to visit, it's also a great place to explore citizenship.

As the capital city of New Zealand, Wellington is home to a wealth of nationally significant institutions. These are places that help to shape, define, and support our culture and society. They play many roles, such as commemoration, preservation, governance, and shaping our laws and processes. They belong to all New Zealanders.

## **Institutions for exploring citizenship during a visit to Wellington include:**

• Archives New Zealand	• Pukeahu National War Memorial and Park
• Government House	• Reserve Bank Museum
• Wellington Museum	• The Supreme Court
• National Library of New Zealand	• Museum of New Zealand Te Papa Tongarewa
• New Zealand Portrait Gallery	• The Great War Exhibition
• Parliament	• The Holocaust Centre of New Zealand
• Ngā Taonga Sound and Vision	

Information about visiting each site can be found on [www.WellingtonNZ.com/schools](http://www.WellingtonNZ.com/schools), or on the institution's own website.

These institutions provide excellent learning opportunities in their own right, and this resource is not intended to be a substitute for these. The focus of this resource is to connect and deepen student learning from visits to two or more of Wellington's unique places by taking a concept-led and critical thinking approach to explore how these institutions work together to shape, support, and define New Zealand society.

Through this, your students can discover their personal connection to Wellington's nationally significant institutions, as well as the connections between these places.



# How national institutions both change and are changed by society

National institutions can support people to create change in New Zealand society. As a result, these institutions often reflect current views, values, and perspectives. For example, Parliament is accessible to the public because Members of Parliament are accountable to the people they were elected to represent.

National institutions themselves change over time because their purpose and approach need to reflect current ways of thinking and doing. For example, the Colonial Museum became the Dominion Museum. The Dominion Museum itself evolved into the Te Papa, our national museum which prides itself on being bicultural and strives to represent New Zealand's diverse community.

## When exploring institutions of national significance, encourage students to ask:

- Why do these institutions exist?
- What do these institutions tell me about how and why change happens in New Zealand society?
- How do these institutions reflect diversity?
- Can all New Zealanders benefit from, participate in, and contribute to these institutions?
- How do these institutions point towards to a sustainable and peaceful future?
- How are these institutions agents of change?

# How students can form personal connections with institutions

When visiting institutions of national significance, some students will feel a connection to them more readily than others. The value of a trip to Wellington comes from increasing the connection each student feels, regardless of their starting position. You can achieve this by helping students understand that these places belong to all New Zealanders, and that ultimately we can all play a role in shaping them, as they play a role in shaping us.



# How you can use themes & concepts to connect students to citizenship

When students use concepts such as commemoration, social change, and national significance in discussion or in their writing, they are expressing their conceptual understanding.

 This resource uses a concept-led approach to support students to explore citizenship through Wellington's nationally significant institutions.

Exploring, connecting, and revisiting concepts helps students deepen their understanding.

➤ For more information see the 'Approaches to Building Conceptual Understandings' booklet.

A range of citizenship concepts that students could explore during a visit to Wellington are laid out in the table on page 5. A strong citizenship focus would include at least one concept from each group in the table. Select a range of concepts as the focus for learning before, during, and after a visit to Wellington.

The concepts in the "Place", "Our identities", and "Taking action" columns of the table relate to how we describe the world and ourselves. The concepts in the "How we think" row of the table shape how we come to understand the world.

The placement of concepts in the table is flexible and many of them could sit equally well within more than one column. This is particularly true of Māori concepts: for example, both "place" and "identity" are intrinsic to the concept of whakapapa. You and your students can also suggest other concepts that are relevant to the focus of your visit to Wellington.

Share the chosen concepts with the students at the start of the learning cycle and refer to them throughout. Focusing on the same concepts when you visit more than one institution allows students to both reinforce and expand their conceptual understanding. It also exposes them to multiple perspectives.

A concept-based approach also helps students understand the connections between institutions, with the concepts forming a natural bridge between them. For example, the concept of taonga links together the New Zealand Portrait Gallery and Archives New Zealand.



The two example social inquiries included in this resource show how learning can be structured around key concepts.

# How students can connect their emotional responses to critical thinking

Feelings such as awe, surprise and sadness are common when visiting national institutions. The emotions and empathy that exhibitions stimulate – intentionally or unintentionally – are important ways in which students connect with new learning and develop conceptual understandings. Teachers can support students to make sense of their emotional responses by creating a reflective space during and after the visit.

Students also need to be supported to think critically about their visit experience. A key question that students can ask at each institution is ‘how am I being made to think and feel in this space?’ Margaret Lindauer (2008) states that “the critical museum visitor notes what objects are presented, in what ways, and for what purposes. She or he also explores what is left unspoken or kept off display. And she or he asks, who has the most to gain or the most to lose from having this information, collection, or interpretation publicly presented?” (p. 204).

*Lindauer, M. (2008). The critical museum visitor. In J. Marstine (ed) New Museum Theory and Practice (pp. 203-225): Blackwell Publishing Ltd.*

Please note: The **Citizenship themes and concepts table** is colour coded to help identify these concepts in the examples seen on pages 8-19.

## CITIZENSHIP THEMES AND CONCEPTS

Place	Our Identities	Taking Action
Capital	Values	Challenge
Institutions	Commemoration	Social change
Belonging	Heritage	Active citizenship
Change	Mana whenua	Decision-making
Community	Memories and stories	Making a difference
Function and purpose (of institutions)	Social cohesion	Participation
National significance	Taonga	Responses
Sites of memory	Belonging	Whakahaere
Taonga	Whakapapa	Kaitiakitanga
Tapu/noa	Whanaungatanga	Rangatiratanga
Democracy	Personal significance	Manaakitanga
Whenua	Remembering the past	
Wahi	Inclusion	
Turangawaewae	Diversity	
	Culture	
	Celebration	
	Representation	
	Connection	
How We Think		
Questioning, critical reflection, debate, historical thinking, interpretation, exploring social issues, understanding viewpoints, values and perspectives, noticing.		



# How to craft questions for effective social inquiry

Most teachers are familiar with the nature and purpose of a social inquiry and the ways that it differs from a generic inquiry: in particular, its emphasis on understanding social issues and how society works, the exploration and analysis of values and perspectives, and its end goal of students participating more effectively as active democratic citizens.

---

Moving students beyond the acquisition of knowledge about how society works towards their own active participation in society hinges on the questions that underpin their inquiries.

## **When establishing/co-constructing social inquiry questions, consider:**

- Which views and values might students need to explore to answer this question?
- How will exploring this question encourage students to make changes in the communities or society to which they belong?

Crafting social-inquiry questions carefully can "activate" student thinking to facilitate deeper knowledge and citizenship outcomes for social studies learning.

➤ For more information about establishing rich social inquiry questions see: **'What is a Social Inquiry? Crafting questions that lead to deeper knowledge about society and citizenship'**.



# Three example social inquiries and a planning template for your own social inquiries

## The examples relate to the following aspects of social inquiry:

- finding out information
- exploring values and perspectives
- considering decisions and responses
- so what?
- now what?



Here are three examples of social inquiry planning that show how you might prepare for a visit to Wellington.

Students' reflection on the learning process and the understanding gained will enable them to consider their next learning steps.

The suggested activities in the examples can be found in the Activities section of this resource. Note that the institutions used in the examples are only suggestions and could be substituted with a range of other places.

The examples relate to themes with particular relevance to Wellington's national institutions:

↗ Commemorating the Gallipoli campaign

↗ Wellington as our capital city

↗ Petitions, national institutions and social change

You may like to explore a completely different theme, set of institutions, or group of concepts. The Activities section also contains additional activities not used in the examples. You can adapt the examples or download a blank version of the planning template to prepare your own:

↗ Download the planning template

When planning your inquiry, choose concepts that align with achievement objectives from the New Zealand Curriculum, and the conceptual understandings that you have derived from these objectives.

Remember to contact educators at the places you would like to visit to discuss learning opportunities and to make a booking. You can find information about Wellington institutions and view suggested itineraries at

↗ [WellingtonNZ.com/schools](https://WellingtonNZ.com/schools).

## EXAMPLE

# 01

# Commemorating the Gallipoli campaign

This example provides a suggested itinerary. Different itineraries will suit different groups with different visit durations and learning needs.

Please visit [WellingtonNZ.com/schools](https://WellingtonNZ.com/schools) to find out more about the range of sites and activities for schools that the capital has to offer.



In this example, the focus of the visit is the commemoration of the First World War. As well as learning about the war, the students are exploring the viewpoints and values that lead a society to commemorate some events, people, or historical developments, and not others.

See: '**Historical significance and sites of memory**' by Michael Harcourt, Gregor Fountain, and Mark Sheehan for more information on ways to use memorials and heritage sites to develop historical thinking.

## Please note:

Some institutions do not allow students to carry belongings such as pens, paper, or cell phones during a visit. This means that not all of the activities suggested in this resource can be completed **during** a visit to some of Wellington's nationally significant institutions. They could, however, be completed soon **after** the visit.



### DOWNLOAD A WORD VERSION OF THIS SOCIAL INQUIRY PLAN

Please contact educators from each institution on your itinerary if you need more information about planning your visit.

## ACHIEVEMENT OBJECTIVES

Understand how people remember and record the past in different ways (level 3).

Understand how people pass on and sustain culture and heritage for different reasons, and that this has consequences for people (level 4).

### KEY CONCEPTUAL UNDERSTANDING

The commemoration of the First World War is an opportunity to explore present-day beliefs and attitudes toward conflict.

Wellington's national institutions support us to change our communities and society for the better.

### FOCUS CONCEPTS

**Commemoration**  
**Representation**  
**Sites of memory**  
**Responses**  
**Understanding viewpoints and values**

## PLACES VISITED IN THIS EXEMPLAR

- Pukeahu National War Memorial Park
- Museum of New Zealand Te Papa Tongarewa
- The Great War Exhibition

If you are in Wellington for a city camp, you may wish to visit more institutions across a number of days.

The focus concepts can be found in the **Citizenship themes and concepts table**.

### LEARNING PROGRESSION

### HOW THE LEARNING CONNECTS TO SOCIAL INQUIRY

#### BEFORE THE VISIT:

The students begin by discussing why we **commemorate** events such as the First World War, for example:

- to pay respect to people
- to remember events or ideas that created change so that we can understand the present
- to learn from the past so that we can build a more peaceful or sustainable future.

The class is presented with a range of **responses** to the First World War (told in the first person) that help students to **understand different viewpoints**.

For example, someone who:

- signed up early on in the war and came home wounded
- a person who didn't want to fight for the British because of the confiscation of their land during the New Zealand wars
- a father who was conscripted in 1916
- a nurse
- a mother whose husband and son have died in the conflict
- a pacifist who goes to war as a stretcher-bearer.

**Establishing the focus for learning**

**Exploring values and perspectives**



## Considering decisions and responses

## Exploring values and perspectives

The students compare their concept walls and discuss how concept walls reflect their own differing **viewpoints and values**.

## Exploring values and perspectives

Students complete **Activity 8: Critical reflection spiral**. In this activity, students notice what is present and not present, and consider the concept of **representation**.

- Does it value ordinary people or people who are powerful?
- Does it present the realities of war or does it make war seem glorious?
- Does it commemorate a range of people who were impacted by the war or only people who fought and/or died?
- Does it explore the long-term impact of the war on the lives of individuals and/or families?
- Does it seek to evoke a sense of pride, identity, tolerance, horror, or admiration with regard to war?

Students work in groups to complete **Activity 9: Past, present, future**. In this activity, students compare how the **commemoration** of the First World War at two institutions is connected to the past, present, and possible future.

## AFTER THE VISIT:

Students work in groups to discuss whether each institution:

- **responds** to challenges or issues about **commemoration**
- helps us **explore different viewpoints and values**
- asks us to **respond**, get involved or connected
- helps or encourages us to have conversations about the role of **memory sites** in the past, present, and future.

Pairs of students are each given one letter from the SCAMPER activity for **commemoration** (see below) and asked to present their responses to the class.

Students present a case for why the First World War should or should not be **commemorated** in 50 (or 100) years.

The students consider a situation in which a difficult discussion with friends or family about conflict commemoration could occur, and plan their **responses**.

- What would they say about commemoration?
- How could they share their views respectfully and in a balanced way?
- How could they leave room for others to share their views?
- Are there any situations where they would choose not to speak? Why?

So what?

So what?

Considering responses  
and decisions

Now what?

## EXEMPLAR SCAMPER ACTIVITY FOR THE CONCEPT OF COMMEMORATION

	Questions
<b>Substitute</b>	Imagine that the war memorial in your town has been destroyed. Who would you involve in decision-making about what to replace it with – or whether to replace it at all?
<b>Combine</b>	What response might there be to combining a conflict commemoration with a children's play area?
<b>Adapt</b>	Imagine that conflict commemorations focused on those who bravely refused to fight instead of those who went to war. How might this be commemorated? What impact might this commemoration have on us as individuals, on our communities, and on our nation?
<b>Modify</b>	Discuss the multimedia components you could add to your local memorial to: <ul style="list-style-type: none"><li>• make people feel an emotional connection with the past</li><li>• make it feel relevant to or make us think differently about the present</li><li>• encourage us to make wise choices for the future.</li></ul>
<b>Put to use</b>	What might a conflict commemoration look or sound like if part of its purpose was to encourage people to go to war?
<b>Eliminate</b>	Discuss the possible impact of not commemorating war in any way. Would it matter? Why or why not?
<b>Rearrange</b>	Discuss why we often commemorate sad events rather than peaceful times. Discuss how we could commemorate people and events that have created fairer or more peaceful societies. What impact might this have?

## EXAMPLE

# 02

# Wellington as our capital city

This example reflects a possible itinerary. Different itineraries will suit different groups with different visit durations and learning needs.

Please visit [WellingtonNZ.com/schools](https://WellingtonNZ.com/schools) to find out more about the range of sites and activities for schools that the capital has to offer.



In this example, students explore Wellington as a place of national decision-making. Their initial focus is on the function of key institutions and the role they play in creating change locally and nationally. Students then consider decisions and responses to these institutions, now and in the future.

See: **'Historical significance and sites of memory'** by Michael Harcourt, Gregor Fountain, and Mark Sheehan for more information on ways to use memorials and heritage sites to develop historical thinking.

## Please note:

Please note that some institutions do not allow students to carry belongings such as pens, paper, or cell phones during a visit. This means that not all of the activities suggested in this resource can be completed **during** a visit to some of Wellington's nationally significant institutions. They could, however, be completed soon after the visit.



### DOWNLOAD A WORD VERSION OF THIS SOCIAL INQUIRY PLAN

Please contact educators from each institution on your itinerary if you need more information about planning your visit.



## ACHIEVEMENT OBJECTIVES

Understand how formal and informal groups make decisions that impact on communities (level 4).

### KEY CONCEPTUAL UNDERSTANDING

As a capital city, Wellington is a site of national decision-making and reflects our national heritage, values, and identities.

Wellington's national institutions support us to change our communities and society for the better.

### FOCUS CONCEPTS

**Capital**  
**Democracy**  
**Representation**  
**Decision-making**  
**Critical reflection**

## PLACES VISITED IN THIS EXEMPLAR

- Wellington Museum
- Parliament
- Reserve Bank Museum

If you are in Wellington for a city camp, you may wish to visit more institutions across a number of days.

The focus concepts can be found in the **Citizenship themes and concepts table**.

### LEARNING PROGRESSION

### HOW THE LEARNING CONNECTS TO SOCIAL INQUIRY

#### BEFORE THE VISIT:

In pairs, students discuss what a **capital** city is and why countries have them. Explain that not all capital cities are the same. Have students share their ideas with the class and co-construct a variety of definitions of a capital city. Students explore how Wellington became the **capital** city of New Zealand by investigating:

- Who **decided** that Wellington would be the capital, and why?
- How did different groups react at the time, and why?
- What impacts did this **decision** have? (This could include economic impacts, such as job opportunities; social impacts, such as changes to the population or changes to people's perceptions of Wellington and Auckland; or environmental impacts, such as changes made to Wellington to reflect its status.)

Students gather information that they can use to complete an adapted version of **Activity 5: Concept picture**. In this activity, the focus concept is **democracy**. The students draw what democracy looks like in their own lives and for New Zealand.

Have students research the institutions they will be visiting. Ask them to identify what the purpose of each institution is: for example, what happens there and what role does it play within Wellington as capital city and/or New Zealand? Ask students to predict what they will see at each place, discuss in a pair, and then share with the class.

**Establishing the focus for learning**

**Finding out information**

**Considering decisions and responses**

<p>Students complete <b>Activity 1: Concept map</b>. In this activity, students are given pictures of the institutions they will visit (Wellington Museum, Parliament, and The Reserve Bank in this example). They then use images and their own statements on arrows to show their initial understandings of how the three institutions are connected to the concepts of <b>decision-making</b>, <b>representation</b>, and <b>democracy</b>.</p>	<p><b>Finding out information</b></p>
<p><b>DURING THE VISIT:</b></p> <p>During the trip, students visit three institutions that connect to decision-making, representation, and democracy.</p> <p>The students visit the Wellington Museum to explore the history of Wellington, including its development into the <b>capital</b> city of New Zealand.</p> <p>Students are given the following questions to think about at other institutions:</p> <ul style="list-style-type: none"> <li>• Why is this institution important to Wellington and/or to New Zealand? What function does it serve? How does it relate to <b>democracy</b>?</li> <li>• What <b>decisions</b> are made here and how are they made?</li> <li>• How are different people, groups, cultures, genders, and ages <b>represented</b> in the institution?</li> </ul> <p>Working individually or in pairs, students use <b>Activity 6: Critical assessment table</b> to evaluate each institution they visited.</p>	<p><b>Reflecting and evaluating</b></p>
<p><b>AFTER THE VISIT:</b></p> <p>Discuss with the class that national institutions need to change over time so that their purpose and approach reflect current ways of thinking and doing. Ask the students to identify ways that the institutions they have visited have changed over time, and why they have changed.</p> <p>In groups, students complete <b>Activity 9: Past, present, future</b> and then <b>Activity 10: Future perspectives</b>.</p> <p>In the following activity, students consider their own responses to Wellington's nationally significant institutions. Using a large piece of paper for each institution, co-construct bullet points with the students that describe the key function(s) of each institution. Beneath these bullet points, add a starter sentence such as:</p> <ul style="list-style-type: none"> <li>• To <b>represent</b> all New Zealanders, this institution...</li> <li>• To be relevant to the future, this institution...</li> <li>• To help young people feel connected to this institution, this institution...</li> <li>• To involve people in <b>decision-making</b>, this institution...</li> <li>• To support people to <b>think critically</b>, this institution...</li> </ul>	<p><b>Considering responses and decisions</b></p>

Students complete the sentences using stickies that begin with one of these stems:

- Must...
- Should...
- Can...
- Should not...
- Must not...

The students add their stickies to the large piece of paper (sorted by the stem they have used) and then discuss which ideas they think are most important or valuable for the institution involved to consider.

Students can then find a creative way to communicate their ideas to one of institutions they visited.

Students repeat ***Activity 1: Concept map*** and then compare their post-visit map with the one they created before the trip. This time, have the students use all the key concepts for this learning sequence: **capital**, **democracy**, **representation**, **decision-making**, and **critical reflection**.

Have students share one or two key things that they learned from the trip and associated learning experiences.

**Now what?**

**So what?**



## EXAMPLE

# 03

# Petitions, national institutions and social change

This example reflects a possible itinerary. Different itineraries will suit different groups with different visit durations and learning needs.

Please visit [WellingtonNZ.com/schools](https://WellingtonNZ.com/schools) to find out more about the range of sites and activities for schools that the capital has to offer.



In this example, students explore how citizens can bring about social change through petitions. They consider the role of national institutions in the petition process and recording Aotearoa New Zealand's history of social change.

See: **'Historical significance and sites of memory'** by Michael Harcourt, Gregor Fountain, and Mark Sheehan for more information on ways to use memorials and heritage sites to develop historical thinking.

## Please note:

Please note that some institutions do not allow students to carry belongings such as pens, paper, or cell phones during a visit. This means that not all of the activities suggested in this resource can be completed **during** a visit to some of Wellington's nationally significant institutions. They could, however, be completed soon after the visit.



### DOWNLOAD A WORD VERSION OF THIS SOCIAL INQUIRY PLAN

Please contact educators from each institution on your itinerary if you need more information about planning your visit.

## ACHIEVEMENT OBJECTIVES

Understand how people participate individually and collectively in response to community challenges.

Understand how formal and informal groups make decisions that impact on communities (level 4).

### KEY CONCEPTUAL UNDERSTANDING

Creating petitions is one way that individuals and groups respond to community challenges, influence decisions, and bring about social change.

Formal groups, such as national institutions, have different roles in relation to past and present petitions.

### FOCUS CONCEPTS

**Decision-making**

**Formal and informal groups**

**Collective action**

**Community challenges/social issues**

**Democracy**

**Active citizenship**

## PLACES VISITED IN THIS EXEMPLAR

- Parliament
- Archives New Zealand
- National Library of New Zealand

The focus concepts can be found in the **Citizenship themes and concepts table**.

### LEARNING PROGRESSION

### HOW THE LEARNING CONNECTS TO SOCIAL INQUIRY

#### BEFORE THE VISIT:

Students research the petition students from Ōtorohanga College presented to Parliament in December 2015 requesting that the New Zealand Land Wars be commemorated by a public holiday.

For example: [↗ click here for link 1](#) [↗ click here for link 2](#)

As a class, discuss why the students from Ōtorohanga (an **informal group**) decided to create the petition and how they went about collecting signatures.

Students investigate petitions from the past and consider what may have motivated people to create each petition.

A list of all petitions presented to Parliament since 2012 is available here:

[↗ click here for link](#) or students may like to explore older petitions such as the 1975 Māori Land March petition or the 1893 Women's Suffrage petition.

Examples include:

- Petition calling for smoking in cars to be banned [↗ click here for link](#)
- Petition calling for shark cages near Stewart Island to be banned [↗ click here for link](#)

**Establishing the focus for learning**

**Finding out information**

**Considering decisions and responses**

**Finding out information**

**Considering decisions and responses**

**Exploring values and perspectives**

<p>Students research the process for submitting a petition to Parliament (a <b>formal group</b>).</p> <p>Students research how different politicians have responded to the petition presented by the students from Ōtorohanga College and discuss what factors may be <b>influencing their decisions</b>.</p> <p>Students investigate the <b>democratic</b> process through which <b>decisions</b> are made about public holidays in Aotearoa New Zealand. They research the history of public holidays such as Waitangi Day, Queens Birthday and Anzac Day. Their research should include days that are no longer celebrated, for example, Empire Day, Dominion Day, and Commonwealth Day.</p> <p>Students explore the concept of <b>democracy</b> using activities from <b>Your Voice, Your Choice Have Your Say</b>, available for download from the <u><a href="#">Electoral Commission website</a></u>.</p> <p>Students are given a list of the focus concepts. They choose two concepts to use in <b>Activity 4: Concept arrows</b> students write a sentence that shows how they are related to the Ōtorohanga College students' petition and then repeat this activity for Parliament.</p>	<p><b>Considering decisions and responses</b></p> <p><b>Exploring values and perspectives</b></p> <p><b>Finding out information</b></p>
<p><b>DURING THE VISIT:</b></p> <p>During the trip, students visit Parliament, Archives New Zealand and National Library of New Zealand.</p> <p>At Parliament, students participate in a tour of Parliament and learn about the <b>democratic</b> process of a bill being passed.</p> <p>At Archives New Zealand, the students see different petitions that have been presented to Parliament in order to <b>influence decisions</b> related to <b>social issues</b>. They discuss whether it is important that all petitions are kept as a government record of <b>collective actions</b>.</p> <p>At National Library, students explore case studies of New Zealanders who have worked <b>collectively</b> to <b>influence decisions</b> related to <b>social issues</b>.</p> <p>Students are given the following questions to think about at each site:</p> <ul style="list-style-type: none"> <li>• What is the purpose of this institution? What types of <b>decisions</b> are made here and how are they made?</li> <li>• How does this institution encourage or support ordinary people to <b>influence decision-making</b> in Aotearoa New Zealand?</li> <li>• What barriers might this institution present in terms of ordinary people <b>influencing decisions</b>? How might these barriers be overcome?</li> </ul> <p>Working individually or in pairs, students use <u><a href="#">Activity 6: Critical assessment table</a></u></p>	<p><b>Finding out information</b></p> <p><b>Considering decisions and responses</b></p>



## AFTER THE VISIT:

Students are given pictures of the three institutions they visited. They create a graphic organiser such as a concept map that shows the role each institution has in relation to petitions.

Students use **Activity 8: Critical reflection spiral** to explore their responses all three institutions.

John Key has signalled that if Aotearoa New Zealand were to create a public holiday to commemorate the Land Wars, it would need to replace an existing public holiday. Students discuss the relevance of the public holidays currently observed and on what basis a **decision** could be made about whether a holiday could or should be replaced.

Students discuss whether Matariki, or another date that has significance to them, should be established as a national holiday. To do this, they research the history of their chosen event. For example, considering which iwi have Matariki traditions and how these traditions may differ.

The students gather information about views and values related to Matariki or their chosen date within their community.

As **active citizens**, students write a letter to their local MP or local newspaper supporting or not supporting the suggestion to introduce a new public holiday, providing examples from their research.

**Considering decisions  
and responses**

**Exploring values and  
perspectives**

**Finding out  
information**

**Exploring values and  
perspectives**

**Now what?**



# Activities and resources to use before, during, and after your trip.

Use the **Citizenship themes and concepts table** on page 5, to select the concepts that will serve as the focus for learning before, during, and after the visit. A strong citizenship focus would include at least one concept from each group in the table.



This page suggests 10 activities that you could use with your students before, during, and after your trip to Wellington. They emphasise concept-led (activities 1-5), critical and creative thinking (activities 6-10) approaches that encourage students to make connections between the institutions they visit, and to their own lives.

Share the chosen concepts with the students at the start of the learning cycle and refer to them throughout. Focusing on the same concepts when you visit more than one institution allows students to both reinforce and expand their conceptual understanding. It also exposes them to multiple perspectives.

All the activities benefit from being adapted for repeated use across the learning cycle, so that students' conceptual understanding is reinforced and extended. Many of the activities can be completed individually or in groups.

While some of these activities can be completed during a visit, please check with the educator at each institution about what is permissible.

## Activities for ChangeAgents

**01**

Concept map

**02**

Concept wall

**03**

Concept definition chart

**04**

Concept arrow

**05**

Concept picture

**06**

Critical assessment table

**07**

SCAMPER

**08**

Critical reflection spiral

**09**

Past, present, future

**10**

Future perspectives



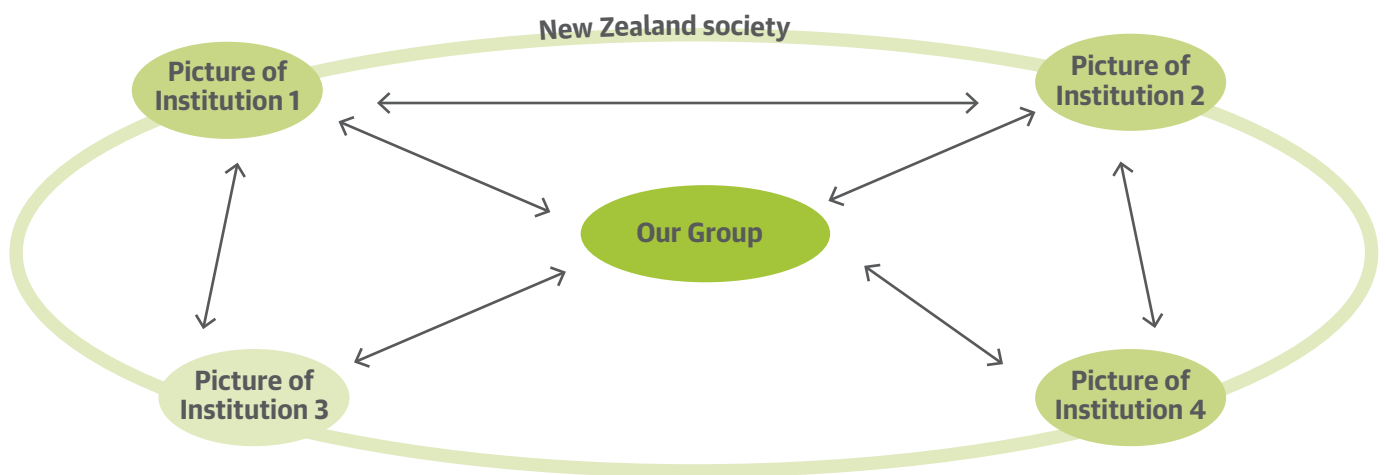
CLICK on the above to go directly to the resources

## ACTIVITY

# 01

## Concept map

In your group, make as many connections as you can between images of the places you are visiting, or have visited, during your trip to Wellington.



Using the important concepts your teacher has shared with you, write statements on arrows between the images to show how the institutions are connected. Add in as many arrows as you can – the ones on the diagram are just suggestions. You could consider how they:

- are connected to you and others
- are connected to where you come from (for example, through people, buildings, organisations, events)
- are connected to each other
- are connected to the people of New Zealand
- help us to think differently about specific events, such as Wellington's 150-year anniversary
- are important or significant for New Zealanders
- help you and others to change New Zealand society for the better



### TEACHER NOTES

This activity is best completed in stages before and after a trip to the institutions.

**Before your trip to Wellington** – Share the important concepts you'll be focusing on in the students' learning experiences. Provide each group with images of the institutions they'll visit, large sheets of paper, and marker pens. Ask the students to work in small groups.

**After your trip to Wellington** – Ask each group to add to their concept map with what they know now in relation to the bullet-points above. Ask each group to use a different-coloured marker pen to show what they've learnt and add it to their concept map. Then ask groups to share and discuss their concept maps.

➤ **For further explanation of this activity see:**  
[www.ssol.tki.org.nz](http://www.ssol.tki.org.nz) – Approaches to Building Conceptual Understandings booklet



### RESOURCES

- Images of the institutions you wish to focus on
- Large sheets of paper
- List of important concepts from the Citizenship themes and concepts table



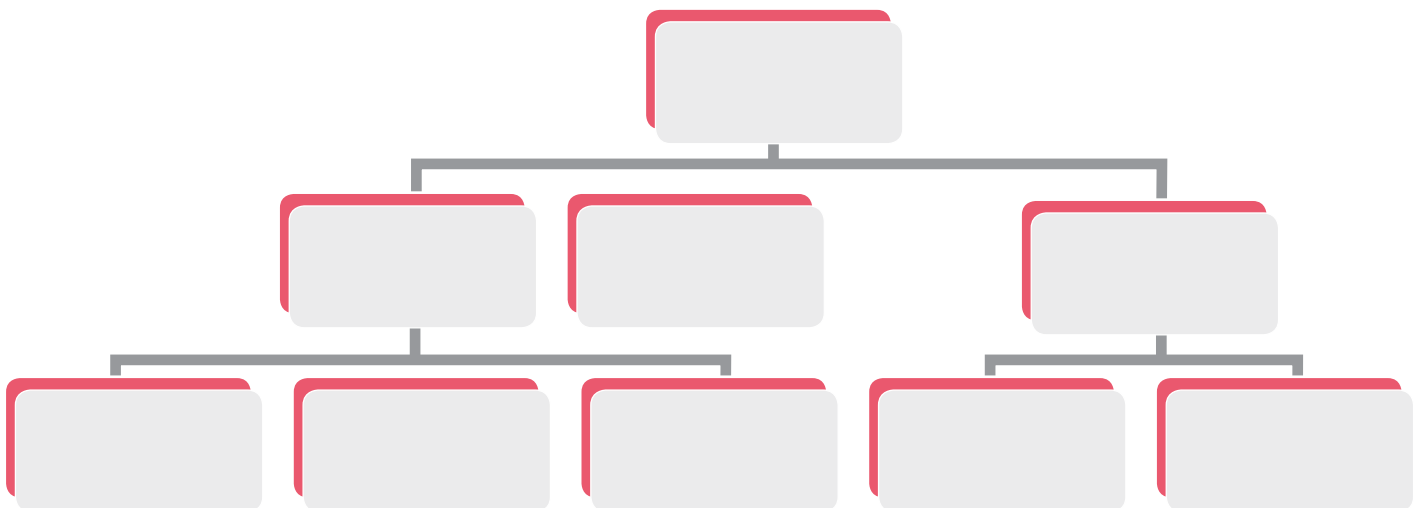
## ACTIVITY

# 02

## Concept wall

Your teacher will give your group a set of nine concepts connected to one institution. Sort the concepts from most relevant (at the top of the wall) to less relevant (at the bottom) to this institution.

Your hierarchy could look like the wall below. As you work, discuss why you are placing the concepts where you have. Use arrows and sentences to show connections between concepts or levels of concepts.



Once your group has finished, share your rankings with another group and consider:


- Which concepts do both groups think are more relevant?
- Which concepts do both groups think are less relevant?
- Which concepts are placed in quite different positions?

Repeat this same exercise with another institution(s). Compare the concept walls to find a pattern. Which concepts seem to connect Wellington's national Institutions most strongly?



### TEACHER NOTES

The focus of this activity is the concepts that connect institutions. Select nine concepts from the Citizenship themes and concepts table that are strongly related to the achievement objective and focus for learning.

 **You may need to do some literacy work around individual concepts first. For ideas, visit:**

- [www.literacyonline.tki.org.nz](http://www.literacyonline.tki.org.nz)
- [www.ssol.tki.org.nz](http://www.ssol.tki.org.nz) - Approaches to Building Conceptual Understandings booklet



### RESOURCES

- List of important concepts from the Citizenship themes and concepts table
- Sheets of A3 paper

## ACTIVITY

# 03

# Concept definition chart

Complete the chart below. Include as many ideas from your group as you can

Examples in Wellington...	Make a difference to people by...
Are important to us and others because...	Are changed by...

**Nationally significant institutions**



### TEACHER NOTES

You can use this CD chart flexibly by substituting another concept from the Citizenship themes and concepts table in the centre and altering the statement stems.

➤ For further explanation of this activity see:  
[www.ssol.tki.org.nz](http://www.ssol.tki.org.nz) - Approaches to Building Conceptual Understandings booklet



### RESOURCES

A copy of the diagram for each group of students.

**DOWNLOAD HERE.**

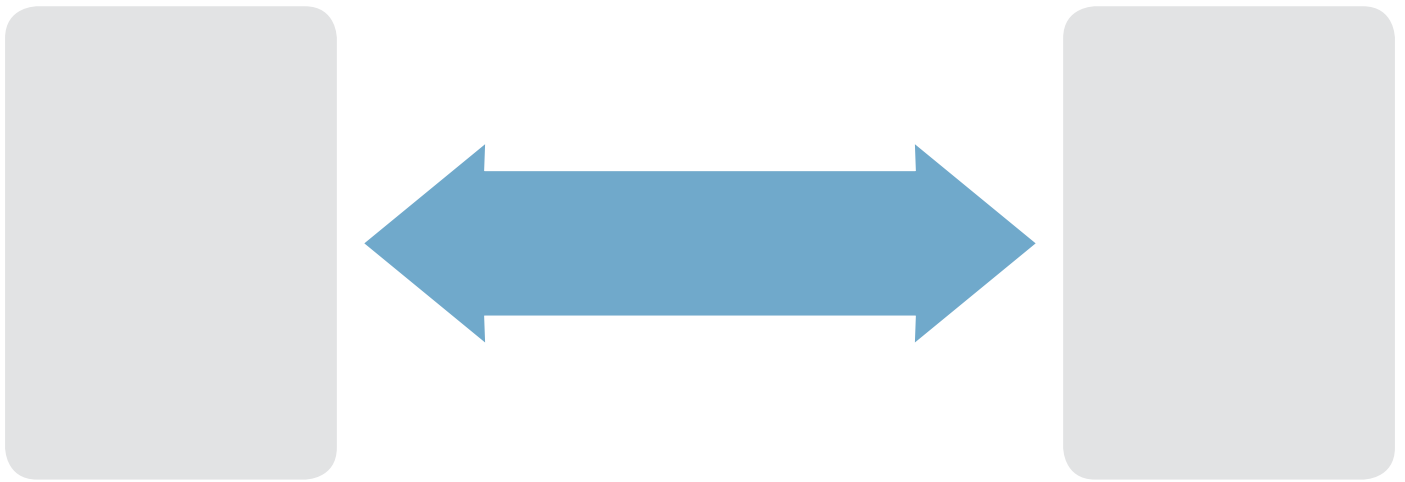
## ACTIVITY

# 04

## Concept arrows

Your teacher will give your group two concepts. In your group decide how the two concepts are connected to each other.

1. Write a concept at each end of the arrow and your statement that describes the connection inside the arrow.



2. Add a sentence that describes how these concepts are connected to a place you are visiting, or have visited.

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### TEACHER NOTES

Vary this activity by having students select two important concepts, or by gradually extending the number of arrows (building up to a concept map).

✈ For further explanation of this activity see:  
[www.ssol.tki.org.nz](http://www.ssol.tki.org.nz) - Approaches to Building Conceptual Understandings booklet



### RESOURCES

- List of important concepts from the Citizenship themes and concepts table
- Template for each group.

**DOWNLOAD HERE.**

## ACTIVITY

# 05

## Concept picture

Your teacher will give you a concept. **Draw two pictures** that show how this concept is connected to the institutions you visit.

Include words or speech bubbles in your pictures if you like. Under each image, **write a short description of the picture.**

Concept...

Place 1

Place 2



### TEACHER NOTES

You could give different concepts to different students.



### RESOURCES

List of important concepts from the Citizenship themes and concepts table.

# ACTIVITY 06

## Critical assessment table

The table below has six questions. From your own point of view, **decide how well each place meets each criteria and give them a ranking from 0 to 3.** Write a reason for your score.

### Ranking

- 3** This place does this very well    **2** This place does this okay  
**1** This place does this a little bit    **0** This place doesn't do this

Does the institution...	Place 1	Place 2	Place 3
Pass on the heritage of Wellington and New Zealand?			
Encourage you to keep an open mind?			
Encourage you to ask questions?			
Encourage you to think from different points of view?			
Represent you, groups you belong to, or your community?			
Represent different people, groups, ages, genders, and cultures?			
Allow your input into decision-making?			



### TEACHER NOTES

These questions are good discussion starters for students. By sharing their responses students can understand how people develop different levels of connectedness with our national institutions. Use the opportunity to highlight the concepts that are implicit in the questions: heritage, critical reflection, representation, connectedness, or decision-making.



### RESOURCES

A copy of this template for each student.

**DOWNLOAD HERE.**



## ACTIVITY

# 07

# SCAMPER

Your teacher will give you some creative thinking questions for each of the SCAMPER rows below. **Discuss each question in your group** and **record your ideas in the table**. Be creative!

Creative thinking questions about (key concept)...

	Our ideas
Substitute	
Combine	
Adapt	
Modify	
Put to use	
Eliminate	
Rearrange	



### TEACHER NOTES

The questions for this activity should be adapted with the particular institution, exhibition, or connecting theme in mind. Focus the questions on a particular concept(s). An example, focused on the concept of commemoration, is included in Social Inquiry example one: The 100th anniversary of the ANZAC landing of Gallipoli.



### RESOURCES

A copy of the SCAMPER for each group or student.

**DOWNLOAD HERE.**

# ACTIVITY 08

## Critical reflection spiral

This activity focuses on the concepts of decision-making. Pick two institutions that you visited. For each place you visit, record your answers in the appropriate parts of the spiral.

**Compare your critical reflection spirals with other peoples.** Write a sentence or sentences that sum up your spirals and include the concept of decision-making.



### TEACHER NOTES

Please note that it may not be appropriate at some institutions to make notes during the visit.

Vary the activity by focusing on a different concept and changing the question prompts.



### RESOURCES

A copy of the diagram for each student.

**DOWNLOAD HERE.**

## ACTIVITY

# 09

## Past, present, future

In your group, discuss how the institutions you are visiting help to **change** society. Use the questions in the table to help with your discussion. Record your ideas in each box.

	Place 1	Place 2
<b>Past</b> How does this institution connect to the past?		
<b>Present</b> How does this institution connect to present-day challenges, dilemmas, and issues?		
<b>Future</b> How does this institution connect to the future?		



### TEACHER NOTES

You may need to go over what each term means: challenge, dilemma, and debate, providing students with some examples so that they know what to look for.

To extend students' conceptual understanding, encourage them to apply concepts from the Citizenship themes and concepts table.



### RESOURCES

A copy of this table for each group.

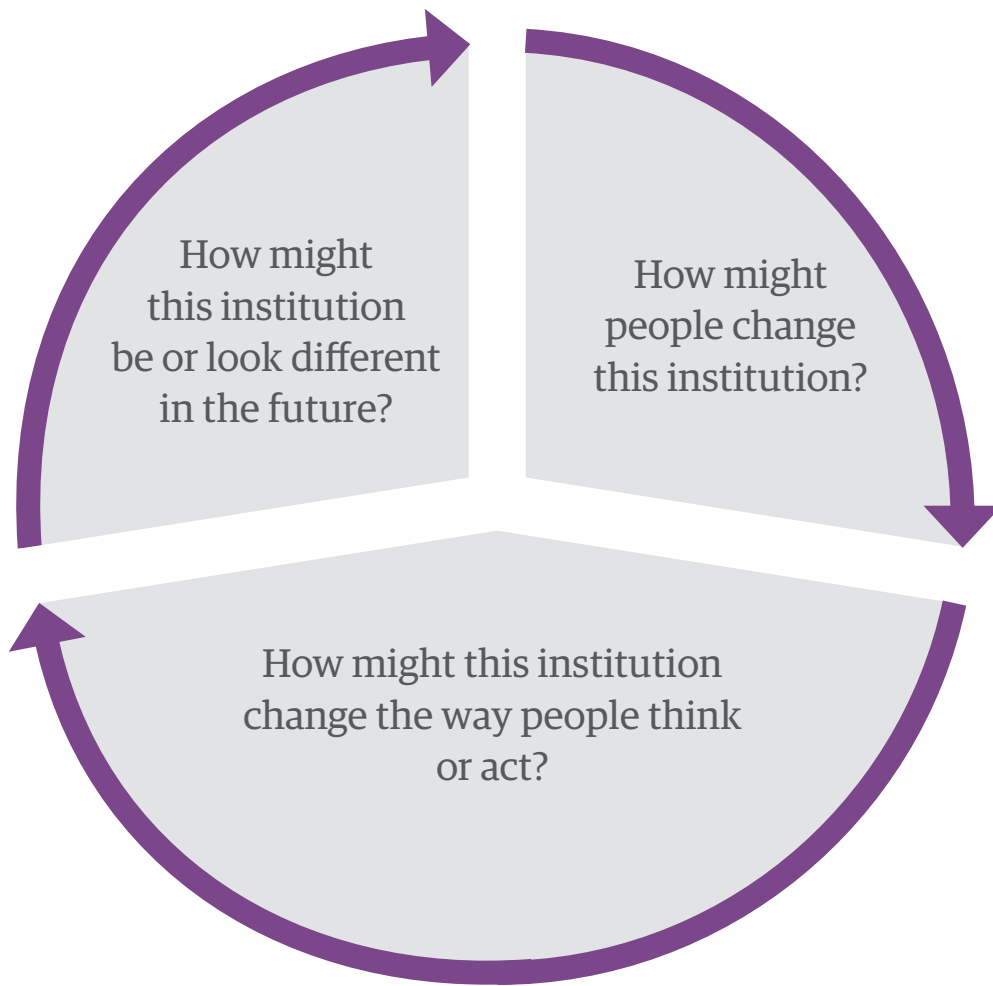
**DOWNLOAD HERE.**

## ACTIVITY

# 10

## Future perspectives

**Discuss each question** in the diagram in your group. **Record your ideas** next to each segment of the diagram. Do this for two of the places you visited.



Once you have compared the diagram for two places, look back at your responses. Of the two institutions you chose, which one do you think has a greater influence on the way people think or act?

Why do you think this is?



### TEACHER NOTES

This activity can be completed during and after a visit to the institutions. It can be completed individually or in groups.



### RESOURCES

A copy of the diagram for each student.

**DOWNLOAD HERE.**

# Student Resources

The following Activity Sheets are for student use:

**01**

Concept map

**02**

Concept wall

**03**

Concept definition chart

**04**

Concept arrow

**05**

Concept picture

**06**

Critical assessment table

**07**

SCAMPER

**08**

Critical reflection spiral

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Past, present, future

**10**

Future perspectives



CLICK on the above to go directly to the resources

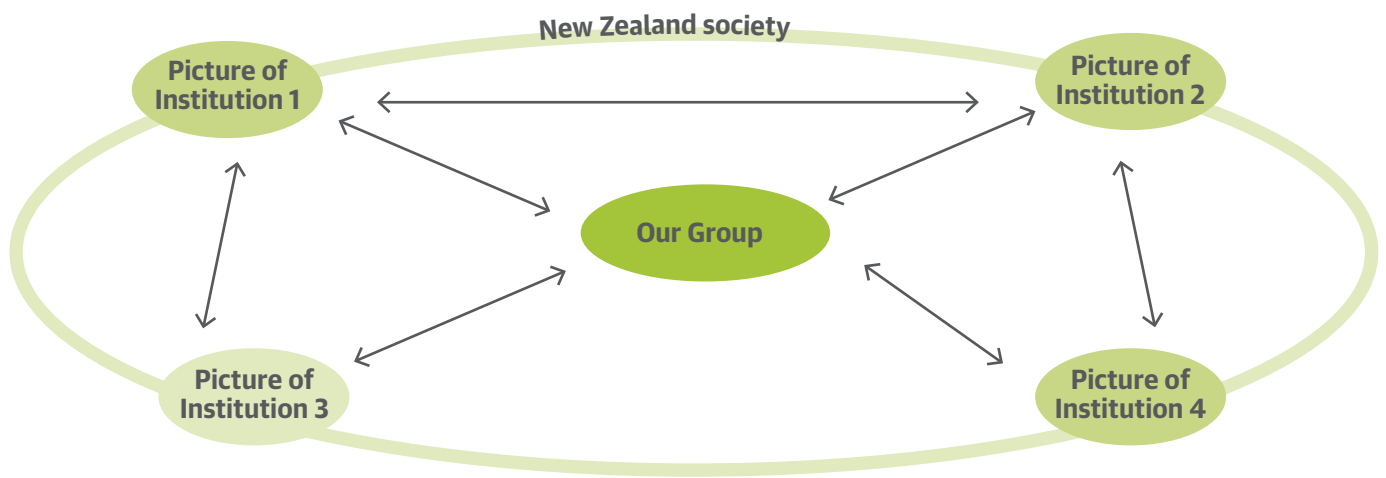


## ACTIVITY

# 01

## Concept map

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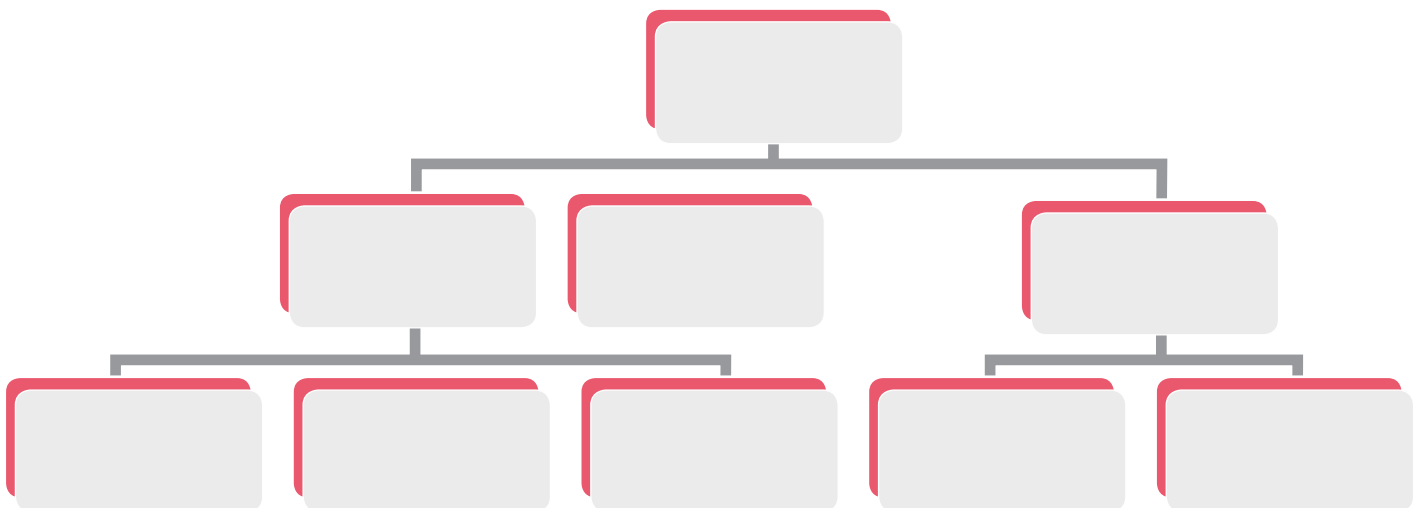
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Examples in Wellington...

Make a difference to people by...

Are important to us and others because...

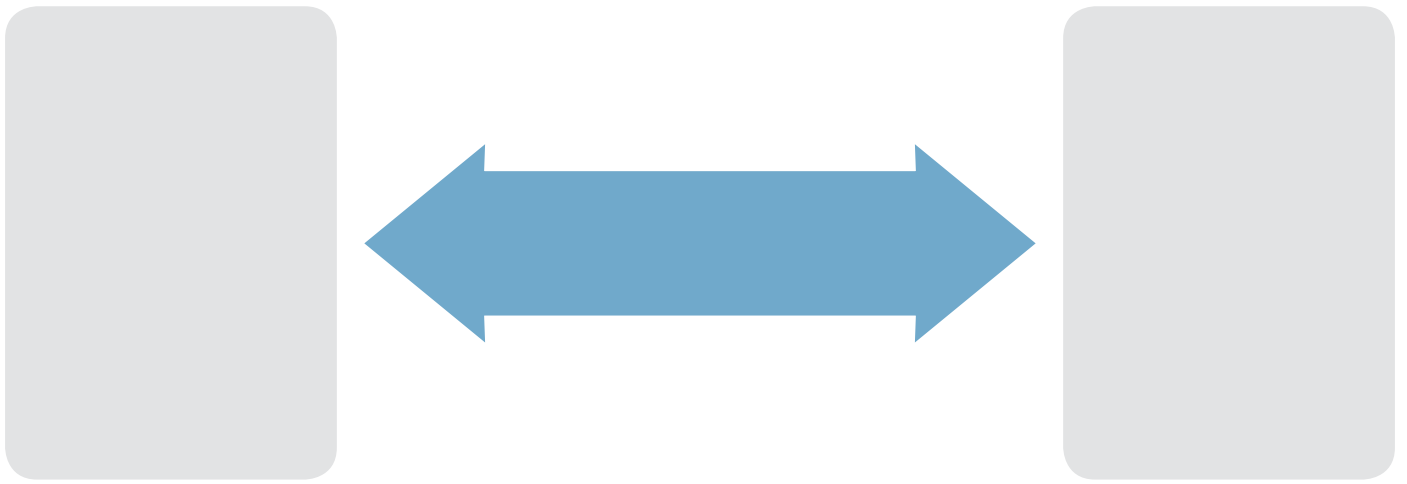
Are changed by...

Nationally  
significant  
**institutions**

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## ACTIVITY

# 05

## Concept picture

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Concept...

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# ACTIVITY 06

## Critical assessment table

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### Ranking

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Does the institution...	Place 1	Place 2	Place 3
Pass on the heritage of Wellington and New Zealand?			
Encourage you to keep an open mind?			
Encourage you to ask questions?			
Encourage you to think from different points of view?			
Represent you, groups you belong to, or your community?			
Represent different people, groups, ages, genders, and cultures?			
Allow your input into decision-making?			

# ACTIVITY

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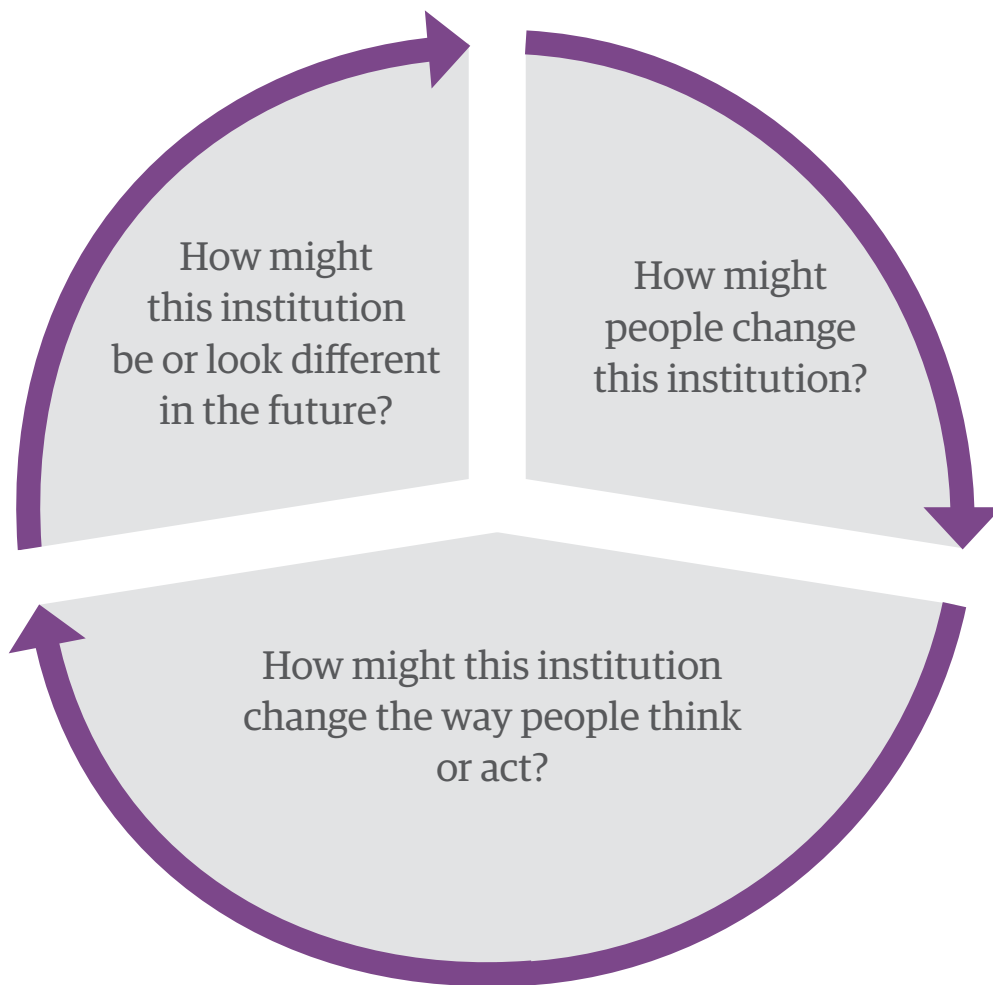
	Place 1	Place 2
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## ACTIVITY

# 10

## Future perspectives

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