

Grow
Waitaha

Taukiri Identity

Our identity is influenced by our experiences in life.
How would you describe yourself?

Focus

The focus of this context is identity .

This set of resources will enable ākongā to celebrate their special identity. As people of Aotearoa we have a unique place to live and grow.

Our stories are different from many that live overseas, what makes each of us is where we live and how we relate to others as we live together.

Links

[Technology in the New Zealand curriculum](#)
[Glossary of technological terms](#)

Elderly Kaumātua	Electric vehicles Waka hiko	Feed the team Whangāia
Health Hauora	Identity Tuakiri	Plastic Kirihou
Rubbish overload Tūwhiti rāpihi	Shelter Tāwharau	Transportation Waka
	Water Wai	

Keen to find more resources?

Go to the authentic curriculum resources on the Grow Waitaha website and select the Year 7/8 technology resources filter.

Horopaki Learning contexts

Choose a learning context:

Design a mask

Our identity is unique to each of us, and we all have much to add to the world. A physical representation, in a mask, can be an awesome way to express your identity.

Create a slide show

Your identity is who you are, the way you think about yourself, the way you are viewed by the world, and the characteristics that define you.

Visual mihi

We are all peoples of Aotearoa New Zealand. Our identity is defined by who we are, our family/whānau, where we have come from, where we live, and what we do.

Identity design

Our identity is unique to each of us, and there are many ways that we can express ourselves. A physical, functional product such as a table mat can be an awesome way to express your identity.

[#growrealllearning](#)

[#growcollaboration](#)

The Context/Horopaki: *Our identity is unique to each of us, and we all have much to add to the world. A physical representation, in a mask, can be an awesome way to express your identity.*

The Brief 1: *You are to design a mask that represents your identity. This could be your culture, your sporting interests, your personality, or your hero.*

The Brief 2: *Using materials available at home, you are to make the mask you designed in brief 1.*

(WALT) We are learning to:

- design a mask that reflects the key attributes of a stakeholder
- create a 3D model of a mask using papier-mâché.



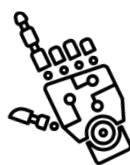
Activity 1 Mask development

1. Make a list of the things that make you, you. These will be the attributes of your mask, e.g. brown eyes, sporty, wear glasses, your culture, your origins.
2. Using the list, sketch two possible ideas/concepts for a mask that will represent you. Make these big—at least half an A4 sheet of paper—so you can show the main features of your mask and some detail.
3. Show your two concepts to others in the home. Have them make comments on what they like and ask if they can offer any other ideas.
4. Select one of these. Trace the selected design onto the centre of another A4 sheet of paper.
5. Add colour to make the features stand out on the mask using pens, pencils, highlighters, crayons.
6. Check that you have incorporated the main features/attributes that you identified in bullet point 1.
7. Read about how to make a papier-mâché mask below.
8. Watch video clip about papier- mâché below.

Digital resources/Rauemi

How to make a papier-mâché mask

<https://www.instructables.com/id/Creating-a-papier-mache-head-of-Felix-Morton/>



Activity 2 Make a mask

1. Cover the table with a cloth or newspaper.
2. Blow up the balloon to the desired size for the mask and tie it off. Set it aside.
3. In a bowl, mix flour and water to make a paste.
4. Dip newspaper strips in the paste until they absorb some of the paste; apply several layers of paper to the balloon. Clean up any excess paste and wash your hands. Leave to dry overnight.
5. Roll foil to form eyebrows, a nose and lips. Stick them on the head with tape. Cut card and use tissues to form other features and tape them on. Apply several layers of newspaper strips over the features. Leave to dry. Add additional layers until the mask is firm to touch.
6. If you have paint, paint the features to highlight them.
7. Take a picture of the final outcome and send it to your teacher.

Material resources/Rauemi

Aluminium foil—to shape features

Balloon

Cardboard—to shape features

Flour (baking) mix with water—to make glue

Newspaper—ripped into small pieces/strips

Scissors—to cut cardboard and foil

Tape—to hold things in place

Tissues—to shape ageing features/wrinkles

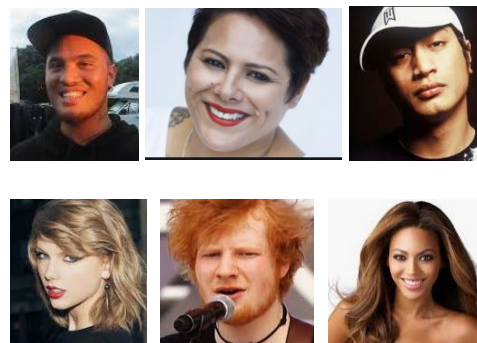
The Context/Horopaki: Your identity is who you are, the way you think about yourself, the way you are viewed by the world and the characteristics that define you.

The Brief 1: *We all have a favourite group or artist that best reflects our music identity/genre. You are to research your favourite musical artist/group and create a slideshow presentation to showcase them and their music.*

The Brief 2: *You are to design and produce an A3-sized poster that represents the many forms of music you enjoy.*

(WALT) We are learning to:

- use a slideshow to present data and images
- create a poster that uses effective design elements.



Activity 1 Slideshow presentation

1. Identify the artist/group and the type of music they play (their genre) e.g. pop, hip hop, rock, R&B, house, D&B, rap. Research and select key information about their musical career. Include best songs and identify top-selling albums.
2. Create a plan of what will be displayed on each slide. Think about *titles/pics/text/video clips*.
3. Check in with your teacher that you are on the right path.
4. Create a slideshow presentation with 4-6 slides. Highlight the key attributes of the singer/group— who they are, some background information, the type of music they record, and some interesting facts related to their music.
5. Show your slideshow to others in the home. Have them make comments on what they like and ask if they can offer any other ideas.
6. Check that you have incorporated the main features/attributes that you identified earlier.
7. Share the slideshow with your teacher.

Digital resources/Rauemi

- MS Powerpoint <https://www.youtube.com/watch?v=6yijyMAF6IE>
https://www.youtube.com/watch?v=69bkmx2z19Q&feature=emb_rel_end
 Google slides tips <https://www.youtube.com/watch?v=L71YbIOBVAA>
 Poster design <https://designshack.net/articles/inspiration/10-tips-for-perfect-poster-design/>

Activity Poster design

Your poster could include graphics and text/headings from magazines or old newspapers, pictures, sketches and drawings.

8. Click and read the digital rauemi “Poster design” link below. Use as many of the 10 key points to make a good poster as you can.
9. List the styles of music you want to celebrate in this poster e.g. pop, rap, rock.
10. Sketch a plan of all the graphics that you want to use. Find these in magazines, newspapers, old journals, the internet OR draw them.
11. Plan the layout of your poster. Think about the size and position of the graphics. **REMEMBER** what you include in this poster cannot be offensive to others; the language and graphics must be respectful of the rights of the viewer.
12. Create your A3 poster.

Material resources/Rauemi

Magazines, old newspapers, pictures, glue, tape, scissors, coloured card, ribbon, fabrics ...





The Context/Horopaki: We are all people of Aotearoa New Zealand. Our identity is defined by who we are, our family/whānau, where we have come from, where we live, and what we do.

The Brief 1: (slide 1) *As people of Aotearoa New Zealand we are proud of where we come from and who we are. You are to research into your tūrangawaewae. Record your findings on the first slide of a slideshow titled “Tūrangawaewae—my place to stand”.*

The Brief 2: (slide 2) *Within the school setting, we introduce ourselves using a mihi. You are to find and create images that can be inserted into a slideshow to provide a visual display of your mihi.*

Mihi whakatau

[Play sound bite](#), click to hear

1. (noun) speech of greeting, official welcome speech—speech acknowledging those present at a gathering.



(WALT) We are learning to:

- understand our “tūrangawaewae”
- create a slideshow to digitally support our mihi.

Activity 1 Slide 1

1. Create a slideshow called “Tūrangawaewae”—my place to stand. Include who you are and places that are important to you. Research the following questions and record your findings on slide 1.
2. How is the term “tūrangawaewae” described in www.maoridictionary.co.nz?
3. Where is your “tūrangawaewae”?
4. Your pepehā is your way of showing your connection to a place. Does your school use a pepeha? What is it?
5. What is it about that place that makes it the place where you belong?
6. What is your favourite thing about your place of belonging?
7. Include photo/s of your tūrangawaewae or sketch it and show it on a map.
8. Does your mother’s mum (your grandmother) have a different tūrangawaewae. Why/who?

Activity 2 Slide 2

1. To support you when you are sharing your basic mihi, research and find a range of pictures to form a visual representation of the following seven points. Insert these into slide 2 of your slideshow.

SLIDE TITLE—Tēnā koutou

1. Ko ... te maunga = ... is my mountain
 2. Ko ... te awa = ... is my river
 3. No ... ahāu = I am from ...
 4. Kei ... tōku kāinga ināianeī = I live in ...
 5. Ko ... tōku matua = My father is ...
 6. Ko ... tōku whaea = My mother is ...
 7. Ko ... tōku ingoa = My name is ...
2. Arrange your pictures on the slide but do not label them. You will speak to them when sharing your mihi.



3. Show others at home and have them give feedback. Practise presenting your mihi for your return to school.

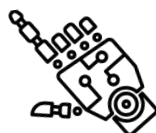
Digital resources/Rauemi

Design of Powerpoints

<https://www.youtube.com/watch?v=6yiJyMAF6IE>

Te Tūrangawaewae a Teeks

<https://www.youtube.com/watch?v=L4jgmTV6uJs>



Material resources/Rauemi

Family photos (check first with mum and/or dad), device to take pictures



The Context/Horopaki: Our identity is unique to each of us, and there are many ways that we can express ourselves. A physical, functional product such as a table mat can be an awesome way to express your identity.

The Brief 1: You are to design a set of paper table mats to represent the identity of someone in your family—their culture, sporting interests, personality, heroes, etc.

The Brief 2: Using harakeke, you are to make a prototype of a placemat to protect your dining room table from heat and food stains.

(WALT) We are learning to:

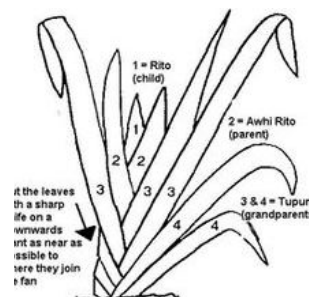
- get input from stakeholders in order to identify key design attributes
- weave harakeke to form a placemat.



Activity 1 Table mat development

1. Talk with another person in your home to identify what their key interests/likes are. Their interests could be: geometric patterns, sport, culture, cars, animals, holiday spots, pics of your family. Make a list of these—we will call these the attributes, which will guide the development of the designs.
2. Using the list, sketch 2–3 possible ideas/concepts and layouts for a table mat that will represent them. Make these sketches big, 2–3 to an A4 sheet of paper, so you can show the layout of the designs of your table mat and add some detail.
3. Show your 2–3 concepts to others in the home and have them make comments on what they like. Ask if they can offer any other ideas. Select one.
4. Select one of your concepts, or combine ideas, and create an A4-sized table mat. Arrange the pictures, images and patterns to form a design that is personalized to the stakeholder. Add colour to highlight the key features.
5. Later this can be printed off (4-8 copies) to be used to decorate the table on their birthday.
6. Show your stakeholder the final outcome and have them make a short evaluation of it. Take a photo of your table mat and share it with your teacher.

Activity 2 Harakeke mat



Harakeke (flax) is not cut at night or in the rain or snow. Only enough flax is cut to complete the weaving project.

When collecting harakeke, it is important to only cut the outer leaves (3 and 4), and to cut in a downward motion as close to the base of the leaf as possible. This keeps the flax plant healthy so it will keep growing and can be harvested again.

1. Watch the presentation 'Harakeke placemats' by clicking <https://prezi.com/7xmz73zhphhi/how-to-weave-a-flax-mat/>. (NB: a 5x5 mat can easily be enlarged to 10x10.)
2. Practise making the smaller version first. Then create a mat that is useful at home to protect the table.
3. Show your outcome to your teacher when next you are online.

Digital resources/Rauemi

How to weave small containers (kono)

https://www.youtube.com/watch?v=YjFq_XJQh9M

<https://www.youtube.com/watch?v=NONRvtZzPgM>



Material resources/Rauemi

A4 sheets of paper

A page from a mathematics book/grid – Activity 1

6 x harakeke blades

Scissors – to cut the harakeke

Tape – to hold things in place