

This classroom activity introduces students to the context of the performance task. This ensures that students are not disadvantaged in completing the skills the task intends to assess. Contextual elements include understanding the situation of the task, potentially unfamiliar concepts associated with the situation or setting, and key terms or vocabulary students will need to understand in order to engage with the performance task. This classroom activity is also intended to interest the students in the task they are to complete. This activity should be easy to implement and contains clear instructions.

Please read through the entire classroom activity before beginning the activity with students. This will ensure that all classroom preparation is completed before the activity begins.

Resources Needed:

- Chart paper, whiteboard, or chalkboard
- Markers or chalk
- Paper and pencil for each pair/group
 - Students who need accommodation may use their preferred tool for writing
- Projector or some manner to share photographs
- Map including location of New Zealand

Learning Goals:

- Students will understand the context of the key concepts related to the topic:
 - New Zealand's food revolves around seafood and lamb
 - New Zealand has wildlife found nowhere else
 - New Zealand's culture contains diverse groups
- Students will understand the key terms:
 - **Native:** a person born in a specific place; a person whose ancestors were born in a specific place
 - **Culture:** the arts, beliefs, and behaviors of people from a particular group
 - **Māori:** a member of the native Polynesian population of New Zealand
 - **Kiwi:** a flightless bird native to New Zealand or a nickname for the people of New Zealand
 - **Hokey Pokey:** Ice cream dessert popular in New Zealand
 - **Tuatara:** a type of reptile found only in New Zealand

Definitions are provided here for the convenience of facilitators. Students are expected to understand these key terms as they arise in the context of the task, not to be able to recite the definitions.

[**Purpose:** The facilitator's goal is to introduce the country of New Zealand to students as well as key terms and concepts they will need to be familiar with in order to successfully complete the performance task.]

Note: The following section can be modified to accommodate various teacher-student interaction types such as a teacher-led discussion with the entire class, a teacher-student discussion for remote locations with a single student, or small groups.

[Divide students into groups of 3-4.]

Facilitator says: "Today, we will get ready for a performance task about the country of New Zealand. Let's start by finding New Zealand on a map."

[Facilitator displays a map including the location of New Zealand. If facilitator does not have a map, display **Figure 1** on a projector.]

Facilitator says: "New Zealand is the two smaller islands to the East of Australia. Here is New Zealand." [Facilitator points to New Zealand on map]

Facilitator says: "Because it consists of islands, New Zealand has some unique wildlife. With your group, discuss what kinds of wildlife can be found here."

[Give the students one to two minutes to discuss. Write near the top of the chart paper, whiteboard, or chalkboard "Wildlife found here."]

Facilitator says: "When I call on your group, I want someone to share one of the animals your group discussed."

[Call on each group. Record their answers in the chart paper, whiteboard, or chalkboard.]

Possible student responses (unscripted):

- Deer
- Squirrels
- Pigeons
- Gophers
- Coyotes
- Geckos

Facilitator says: "New Zealand has some animals that are quite different from the ones on the list. One example is a bird called the kiwi. This is what a kiwi looks like."

[Facilitator shows **Figure 2** using a projector or other display method.]

Facilitator says: "The kiwi is a type of bird that cannot fly, so they walk everywhere. With your group, discuss another bird that cannot fly."

[Give students two minutes to discuss and record their answers.]

Facilitator says: "Let's see what each group discussed. When I call on your group, someone should share what bird your group discussed."

[Call on one group at a time.]

Facilitator says: "Another animal that is found in New Zealand is a reptile called the tuatara. This is what a tuatara looks like."

[Facilitator shows **Figure 3** using projector or other display method.]

Facilitator says: "This reptile can only be found in New Zealand. These are not lizards, but they are related to them. That is why they look similar. Can you tell me something you notice about the tuatara?"

[Call on student volunteers.]

Facilitator says: "There are many types of people in New Zealand but many people there refer to themselves with a nickname. Can anyone guess what it is? It's also the name of a New Zealand bird we learned about earlier."

[Call on student volunteer]

Facilitator says: "New Zealanders call themselves Kiwis."

Facilitator says: "Most New Zealanders are European while others are natives. Those natives are called the Māori. Discuss within your group what being native means."

[Give students one to two minutes to discuss.]

Facilitator says: "Choose a different person from your group to share your group's thoughts."

[Call on each group.]

Facilitator says: "Native means you were the first people to live in an area. The Māori were the first people to live in New Zealand then the Danes, people who come from Denmark, moved in after them."

[Facilitator displays **Figure 4** on the projector or other display.]

Facilitator says: "The Māori people loved to use carvings such as this. The carvings often tell stories that are passed down through generations. Even today, the Māori culture is still very important in New Zealand."

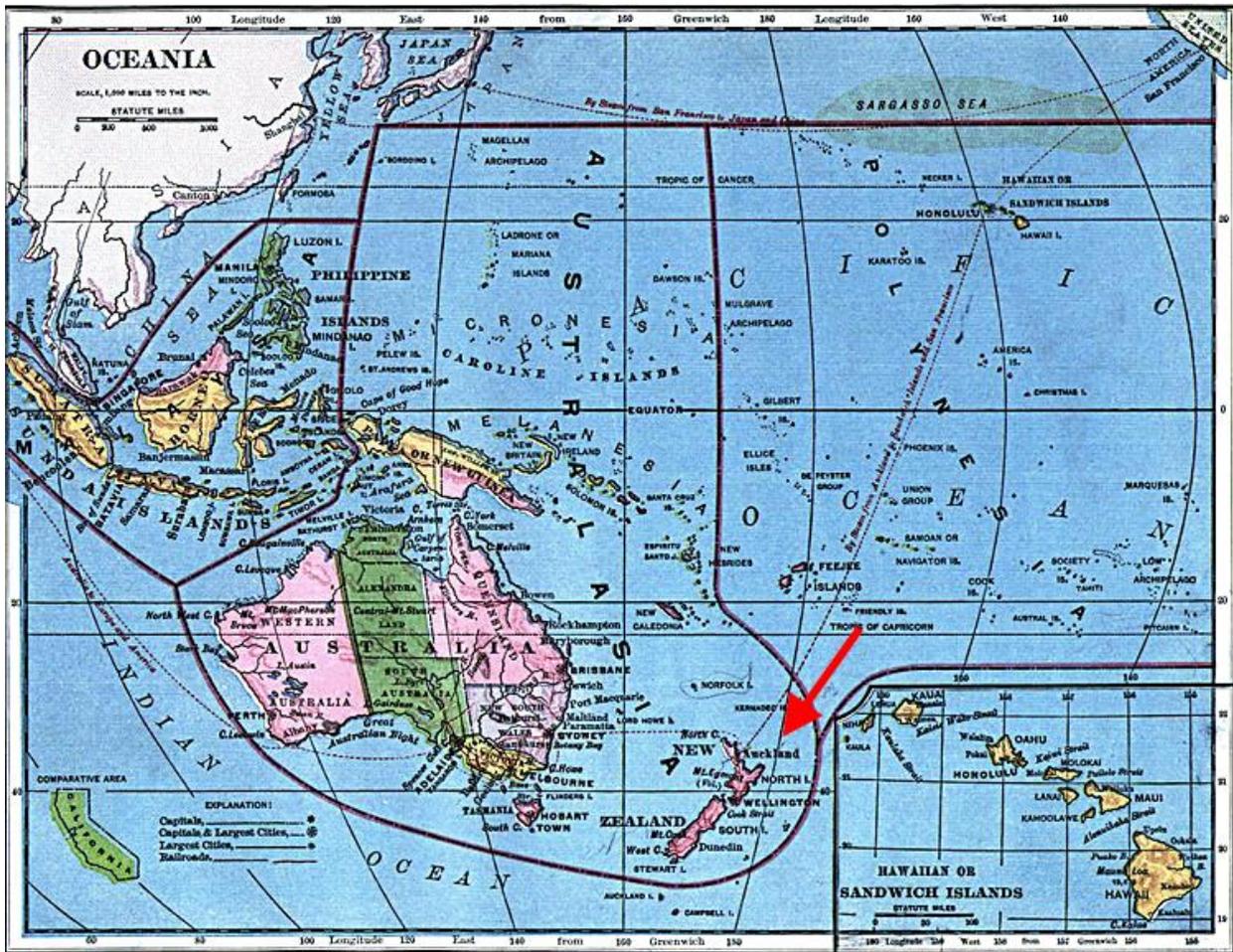
Facilitator says: "Beyond the native Māori culture, New Zealanders appreciate many things we do today, such as sports, food, music, and education."

Facilitator says: "In your performance task, you will be learning more things about New Zealand. The work you did today should help you prepare you for the research and writing you will be doing in the performance task."

[Collect all notes from students and remind them that they cannot be used during the performance task.]

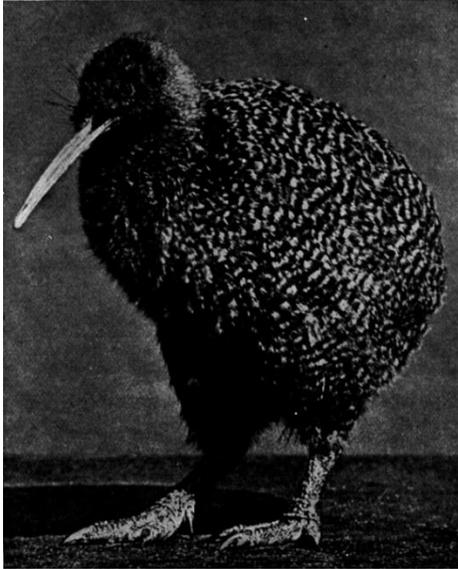
Resource Documents

Figure 1. Map of Oceania, Including the Country of New Zealand



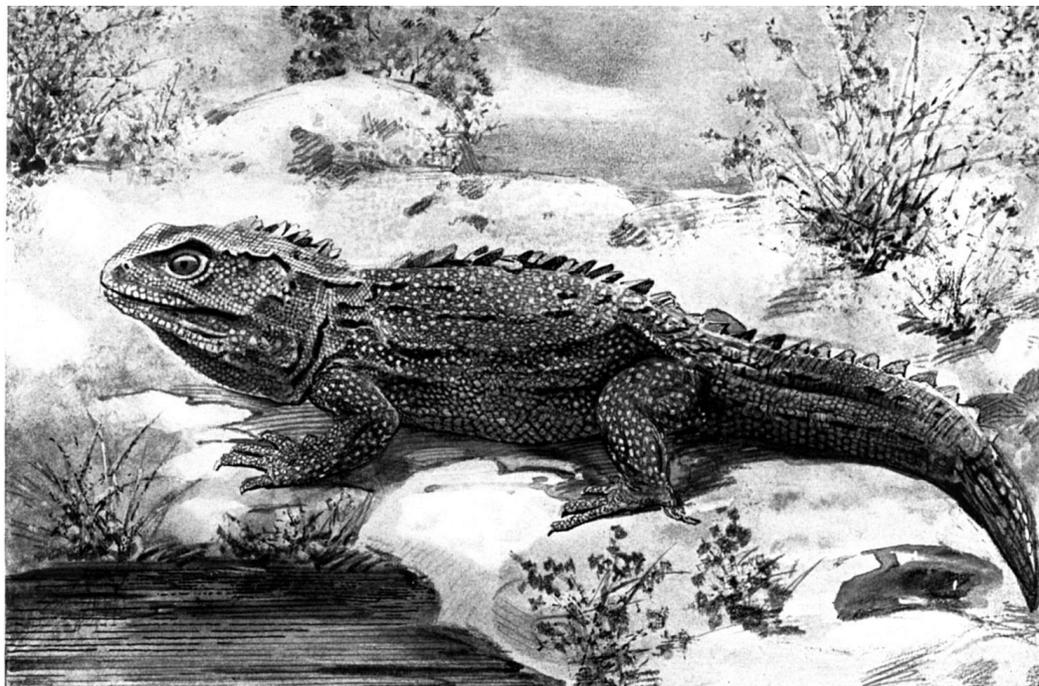
[Picture Description: "The picture shows Oceania, a portion of the world. It also shows the country of New Zealand."]

Figure 2. Image of a Kiwi Bird



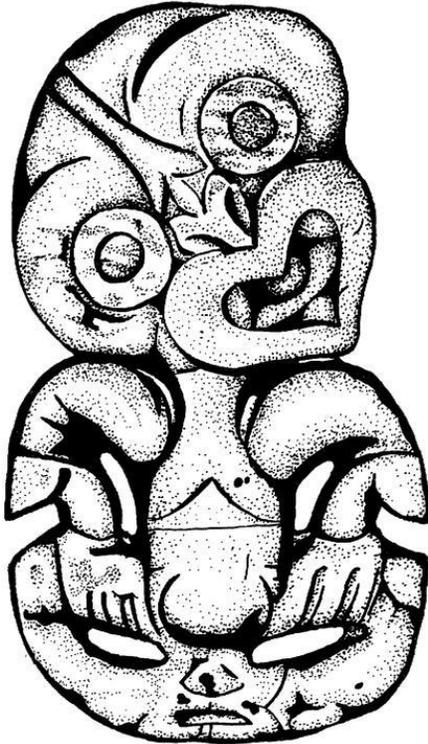
[**Picture Description:** "The picture shows a black and white image of a flightless kiwi bird."]

Figure 3. Image of a Tuatara



[**Picture Description:** "The picture shows a black and white image of a tuatara."]

Figure 4. Image of a Māori Carving



[**Picture Description:** "The picture shows a black and white figure carved by a New Zealand native, or Māori."]