

PENGUIN RESCUE & RECOVERY CENTRE

Level **1&2** Strand **Living World & All Social Science strands** Term **1&2**

Duration **8 weeks** Dates **12 March - 18 May** (school holidays in between)

NATURE OF SCIENCE

Understanding About Science:

Appreciate that scientists ask questions about our world leading to investigations and that open-mindedness is important because there may be more than one explanation.

Investigating in Science:

Extend own experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models.

Communicating in Science:

Build language and develop understandings of the many ways the natural world can be represented.

Participating and contributing:

Explore and act on issues and questions that link science learning to own daily living.

Strands of SOCIAL SCIENCES

Place and Environment:

Students learn about how people

perceive, represent, interpret and interact with places and environments. They come to understand the relationships that exist between people and the environment.

Continuity and Change:

Students learn about past events, experiences and actions, and the changing ways in which these have been interpreted over time. This helps them to understand the past and the present and to imagine possible futures.

ACHIEVEMENT OBJECTIVES

MATHEMATICS Achievement Objectives

In a range of meaningful contexts, students will be engaged in knowing, doing and thinking mathematically and statistically.

Number strategies: Solve problems, using a range of counting, grouping and equal -sharing strategies with whole numbers and simple fractions.

SCIENCE

Living World Achievement Objectives

Life Processes Students will recognise that all living things have certain requirements so they can stay alive.

Ecology Students will recognise that living things are suited to their particular habitat.

Planet Earth & Beyond Achievement Objectives

Interacting Systems Students will describe how natural features are changed and resources affected by natural events and human actions.

Material World Achievement Objectives

Chemistry and Society Students will find out about the uses of common materials and relate these to their observed properties.

SOCIAL SCIENCES

how belonging to groups is important for people. that people have different roles and responsibilities as part of their participation in groups.

TECHNOLOGY

Characteristics of Technology: Understand that technology is purposeful intervention through design.

Characteristics of Technological Outcomes: Understand that technological outcomes are products or systems developed by people and have a physical nature and a functional nature.

DRAMA Achievement Objectives

Understanding in context: Students will demonstrate an awareness that drama serves a variety of purposes in own life and community.

Developing Practical Knowledge: Students will explore the elements of role, focus, action, tension, time and space through dramatic play.

Developing Ideas: Students will contribute and develop ideas in drama, using personal experience and imagination.



Communicating & Interpreting: Students will share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in own and others' work.

VISUAL ARTS Achievement Objectives



Developing Practical Knowledge: Students will explore a variety of materials and tools, and discover elements and selected principles.



Developing Ideas: Students will investigate visual ideas in response to a variety of motivations, observation and imagination.



Communicating & Interpreting: Students will share ideas, feelings and stories communicated by own and others' objects and images.

DANCE Achievement Objectives



Developing Practical Knowledge: Students will explore movement with a developing awareness of the dance elements of body, space, time, energy and relationships.



Developing Ideas: Students will improvise and explore movement ideas in response to a variety of stimuli.

ENGLISH Achievement Objectives - Creating Meaning: Writing & Presenting. Speaking & Listening. Level 1



Ideas: Form and express ideas on a range of topics.



Language Features: Use language features, showing some recognition of their effects.



Structure: Organise texts, using simple structures

HEALTH & PHYSICAL ED. Achievement Objectives



A3 Safety management: Describe and use safe practices in a range of contexts and identify people who can help



C1 Relationships: Explore and share ideas about relationships with other people



C2 Identify, sensitivity and respect: Demonstrate respect through sharing and cooperation in groups.



C3 Interpersonal skills: Express own ideas, needs, wants, and feelings clearly and listen to the those expressed by other people.



D4 People and the environment: Take individual and collective action to contribute to environments that can be enjoyed by all.



D2 Community resources: Identify and discuss obvious hazards in own home, school and local environment and adopt simple safety practices.

Learning Intentions By the end of this unit, the students will be able to: "Li" Required by school for all planning

- **Living World:** describe the habitat of a penguin/bird and how it's camouflage helps it survive.
- **Living World:** describe the describe the purpose of the penguin's specialised body parts (flippers, beaks, waterproof layering).
- **Technology:** identify features in a documentary and plan it (interviews, video clips, diagrams, illustrations, editing, 'reporting' etc).
- **Writing:** write script for documentary above (rescue procedure? vet care required? recuperation process is how long?)
- **Maths:** timeline of company; mapping of Flicker's 'ordeals', graphing of company's statistics.
- **Social Sciences:** explain how people have different roles and responsibilities as part of their participation in groups.

Thinking tools

- De Bono's 6 hats
- Blooms taxonomy
- PMI
- Y-chart / X-chart
- Venn diagram
- T-chart
- Brain branching
- Questioning 1-2-3
- Bubble map
- Mind map
- Cross classification
- Other: Timeline

Values *(bold = focus)*

- Excellence** aiming high, facing difficulties
- Innovation**
- Inquiry**
- Curiosity** thinking creatively, critically, reflectively
- Diversity** cultures, languages & heritages
- Equity** fairness & social justice
- Community & participation**
- Ecological sustainability**
- Integrity** honest, responsible, accountable, ethical
- Respect**

Curriculum integration

This unit has links to

- English
- Mathematics
- Science
- Social Sciences
- The Arts
- Technology
- Health & PE
- Maori
- ICT

Smarts

- Body Kinesthetic - Drama:** children will be aware of body movements, space, framing, time, tension.
- Maths / Logical - Solve** problems, using a range of counting, grouping and equal-sharing strategies with whole numbers and simple fractions.
- Naturalist - Caring for the beach** environment. Caring for the penguins of the oil disaster. Empathy for nature. Understanding the habitat of penguins.
- Musical - Create sound effects** for documentary, record on Garage Band programme. Design moves in Samoan sasa dance to show 'Flicker's' journey (we learnt sasa moves during term 1 to represent our [healthy] beach).
- Visual - Drama processes, MotE** experiences, visual language AOs.

iLiving & Learning Behaviours / Key Competencies

- Creativity - Hook episode.** Establish company; logo, building HQ, inside facilities (restaurant, hotel, recreation). Using drama conventions. Loss of faith episode. Digital story contribution. Video documentary making
- iSelf Manage / Managing Self - Completing commission tasks** as agreed on by the class. Listening to others' point of view. Loss of faith episode. Herculean task. Digital story contribution. Video documentary making
- iCommunicate / Using Language, Symbols & Texts - Response** to the tension (letter form to council/old lady etc). Using language features for their script of the documentary. Establishing company. Company values. Digital story contribution. Video documentary making
- iSupport / Relating to Others - Working together as a company.** Working in the team of the company. Working within company values. Sick birds episode. Loss of faith episode. Break-in episode. Digital story contribution. Video documentary making
- iThink / Thinking - On-going through each episode.** Developing an empathy for sea wildlife. Using tools such as PMI and 6-hats for inquiry. Synthesizing thinking - putting all their inquiry learning into the documentary. Analysis thinking - thinking about their learning and what just happened. Evaluating thinking - after each episode, to understand their learning and create meaning. Video documentary making
- iBelong / Participating & Contributing - Participating in tasks.** Recognising company values. Sick birds episode. Old lady episode. Digital story contribution. Video documentary making.

Resources

Computer links: KidPix3 programme for drawing pictures to illustrate digital story.

YouTube clip of workers searching around

Mount Maunganui to rescue penguins in dark (explained in clip, penguins move about at night and so keep walking over oil splotches, so best to get penguins now until oil is removed or naturally dissipates).

YouTube clip of release of penguins.

Have a look at the Project Jonah website.

Although based on all marine life, they have little video clips that show participation, working as a team, caring for animal welfare etc.

Books: Local library and school library's books on penguins and sea-birds.

Equipment: Imagination & willingness to participate!

Laminated colour pictures, A4 in size mostly, of

Rena ship at various stages of disintegration, birds/penguins covered in oil, birds/penguins in clean up at station by Baypark, penguins being released.

Digital equipment needed for our story telling (computers & digital camera) and documentary (video). Letters for tension pre-written out ready for staff 'cubbyholes'.

Maori Perspective: We are having Te Reo lessons with Ms Hunt as part of staff PD, she has separate lessons that are not related to this plan.

Special needs/abilities:

RM (ADHD) & **LR** (absenteeism & very low expectations): TA support when available, to keep on task and to understand tasks. Buddy them up with supportive peers (AP, KO, MS, RM).

RL: ('developmentally delayed'). Allow time to process and absorb information. She will not be quick with responses, but I may have to ask her directly to ensure she is participating. Buddy her up with supportive peers (AP, KO, MS, RM).

Assessment & Evaluation for future planning Work-in-progress evaluation - am part-way through MotE:

* Mistake to give children a 'note-pad' as part of meetings procedure as slowed down activity and not good use of Drama for Learning or Inquiry time as 5year olds learning to write took a long time to copy a few key ideas. Better to use drama so that ideas flow faster. Tch best to scribe and keep copy of 'minutes'. Or to have that as someone's job.

* Take the time to firmly establish the company's values asap once created the idea of who we have just formed. Otherwise ideas and drama aren't focussed. As Elicia Pirini at St Thomas Moore (and Heathcote!) said, spend as much time developing a sense of history and company establishment so the belief and purpose in the company is passionate amongst the children, before starting the commission & client. The children's responses to this is exactly like on the website (*amazing, it's not just positive affirmation, it's real!*) and shows the PROCESS going on in their thinking, "That was fun today Miss Whyte." "I liked learning today Miss Whyte." "I made Flicker very happy today because he likes his hammock I made him." "I want to talk to my team about adding a different kinds of iceberg so that it's not boring for the penguins but with hills and things so they (penguins) can play hide'n'go'seek and slide down the hills."



'i PLAY' immersion

- Creating the Company (outside building and inside facilities/offices) and establishing Values.
- Children-in-role as workers looking after and caring for penguins/birds, remembering to use the special features that they designed.



'i THINK' brainstorm

- 'Flicker' the penguin grabs the hearts of all us. Think of a story of all the 'adventures' Flicker would have had to have endured through the oil slick, including the recovery process in our company, and eventual release (working with Mrs Klinkert as the digital story PD).
- Thinking Tools (Tahatai PD focus): Plus/Minus/Interesting chart of Flicker's story above.
- Within their teams in the company, create a Keynote presentation of 6-hats thinking about the Rena marine disaster. We will ask for help from the digital buddies (Year 6-8 children, about 6 of them, we have to 'book' them in).



'i RECORD' product

- Create the outside of our company building and describe & explain our special features of our building (sliding-door-opener sensor, why we have waves painted on outside etc).
- Contribute to the digital story by drawing a frame or part of one, devise a story, record it on Garage Band programme (working with Mrs Klinkert).
- Formulate a reply to the 'grumpy old lady' who complains about our penguin facilities on the beach (persuasive writing, explanation writing, poetic writing).
- Make a documentary for the MADE Awards about Flicker's journey (can include parts of the digital story).



'i CAN' celebration

- I can explain to anyone who visits us, what we're trying to achieve, why we're trying to achieve it, how we have achieved it/going to achieve it, and the reasons we're doing this (company values)

Activities for Learning / EPISODES in MotE

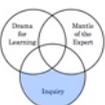
Although this is a real life situation, I have made sure the children understand this is an enterprise in a fictional scenario that is currently happening in the 'now time'.

DRAMA Achievement Objectives: HEALTH & PHYSICAL ED. Achievement Objectives

-  **The Theme:** Environmental and social effects from Rena oil spill at Papamoa Beach.
-  **Inquiry Questions:** How did the Rena oil spill effect the rescued penguins & birds? What help do they need? What immediate needs to they have? What long-term needs to they have?
-  **The Situation:** Penguin & bird rescue from Rena oil spill at Papamoa Beach.
-  **What will Engage the Class?:** Emotional appeal of rescuing sea animals that need our help. The disaster happened on our beach. Excitement of releasing the penguins & birds that have been helped by us.
-  **A Team of Experts:** A team of expert penguin & bird rescuers who have a successful history of rescuing, aiding in the recovery and rehabilitation, of ocean wildlife around the world. Their experience covers incidents such as the 2011 Japanese Tsunami, 2011 North Sea oil spill (we were great on that one as we contained it within 3 days!), Peace River Rainbow pipeline spill in Alberta, Canada (April 2011: technically a river, we proved we are adaptable!), and the July 2010 Xingang Port oil spill in China's Yellow Sea. Our experience covers skills such as rescue and clean-up operations, care and rehabilitation of penguins & birds, technology-based skills and public-relations skills.
-  **First Client:** Department of Sea-Life Conservation.
-  **Main Client:** TV Bay of Plenty.
-  **The Commission:** First: The team are asked to rescue the penguins & birds that are caught up in the Rena oil spill and create a facility that will ensure their health, recovery and rehabilitation back to the ocean.
-  **Main:** The team are asked by TV Bay of Plenty, a private broadcasting service, who would like to make a 3-5 minute documentary of one penguin's journey through the Rena oil spill; it's ordeal (including the friends it lost), it's rescue, it's rehabilitation and subsequent release.
-  **The Company:** Penguin & Bird Rescue Centre.
-  **Company Values:** We respect the sea and all that lives in it. We aim to leave minimum environmental impact on the sea and the coastline. The safety of our workers is paramount. We will make sure all animals are safe and secure in our care. We will make sure all animals are fully recovered before releasing them.

 **EPISODE HOOK:** Starting in the middle. Frame starts in the middle of the Rena oil spill disaster and is frozen whilst the inquiry happens within the recent past. Frame is of an effigy (Drama Convention 3) of person looking at 2 pictures with a horrified face. Children told they can discuss what's going on and I won't respond until I come back out of role (spinning around is my signal). I won't show pictures just yet. When I come out of role, I'll ask them if they would like to see the pictures. Spin back around in-role and show pictures, but still as effigy. Pictures show 2 oiled birds looking sad at camera, one covered in oil, one being held whilst 'blasted' with hose (you can see the spray flying off). **DRAMA Achievement Objectives:**

 What kind of company could help these penguins & birds? Children come up with name of company and discuss. **Recognising company values.**



Evaluation: *This was good, especially the warning that I wasn't going to respond to them as I was like a statue that I couldn't hear them or talk to them. It allowed children to come up with the weird statements ("she looks funny, she's got a funny face now!") but not be threatened by repercussions from the teacher (although they did get peer repercussions!). Hard not to laugh, but easy when I remembered I had to be looking at 2 oiled birds looking sad at camera. Had to come out of role to control children crowding around the photos - next time, I'd change my effigy position so that the pictures could be seen by all (we were sitting in a circle). Some children couldn't see the pictures very well because of their statements, "It's a alligator!" "No, it's a alien." Which was why the crowding around the picture happened. I didn't feel pressurised to hold the effigy long and it probably only took 1min all up. The discussion afterwards was amazing and very exciting for me. I was careful to keep my questions open ended and started getting them to talk to their partner (once to the left, then the next time to the right to make sure it was someone different) as some people were dominating the conversation. Then I got them to share what their partner said, to check on their listening skills. They did well. Some ideas were ridiculous but it didn't matter because they were dismissed (in a kind way) during the discussion. We decided to call the penguin "Flicker" cos that's what the photo had at the bottom (flicker web site).*



EPISODE Mapping the Company / Building the Belief:



SOCIAL SCIENCES Achievement Objectives: TECHNOLOGY Achievement Objectives: **VISUAL ARTS Achievement Objectives.** Number strategies: Recognising company values.



Designing the new company HQ building, starting with the front door, construction material of building, security features, esthetic features, access, lighting, sustainability materials if possible, etc.



Design office space inside company HQ. Things to consider: equipment we need to do our jobs, storage space, security needs (we not always at our office desk as we are busy looking after the penguins). This space includes the staff meeting area, the cubbyholes for memos & messages. It also includes a specialised public reception area for when members of the public arrive with a random penguin covered in oil.



Design working space with the penguins & birds needs identified and expanded on (remember, we are successful and have a worldwide reputation, and currently we have a healthy budget to work with - besides being quite innovative with our skills). Design on paper first, then create model (cereal boxes, lego, mobilo, anything in the classroom).



Design company name, logo, values statement.



Design company business cards (company name, address, phone number and logo) and specialist equipment that identifies us as experts. We won't do anything on our class blog this MotE as there's a lot of new learning going on already and I didn't want to add yet another one.

Evaluation on establishing the company: *This took time, mainly because the 5-yr olds didn't know what a company was or did so there was a bit of discussion around that. We visited the staffroom to see where the teachers get their messages, where they meet and how they meet. We visited the offices and DP's office to see what an office looks like, what's needed and what personal items there are. This was really good because as soon as we got back to the classroom and I told them they were making their office space, we brainstormed an itemised list, then they went to it with enthusiasm. A boy noticed the office ladies handbags and so made one for himself, and soon nearly all the boys had handbags. One girl drew a clock which wasn't on the brainstorm list. Everyone had a laptop. Some had iPods (we have them in class). One boy even had toilet paper on his desk! Said he just needed it. I have an m&m dispenser on my desk and so a couple of kids had 'lolly jars'. There was a crowd around my desk and I asked them what they were doing and they said they were just looking for ideas from my desk cos I had so much stuff on it! Creating the door to the company HQ was a lot more difficult than I thought - it kept changing as they thought of new ideas (like, how are the doors going to open when you're holding a penguin with 2 hands and no-one else can help you) so "we all agreed" that the door needed to be sliding doors with a sensor to open it. Had to get them thinking about aesthetics of outside. Eventually "we agreed" that the walls were painted in blue waves so the penguins would be happy to see waves, even if they weren't real waves, it would calm the penguin and make them feel welcome. The first layer of painting went well, but the next day, 3 boys just painted circles over the top of important parts. We "all agreed" that it wasn't such a good looking building anymore, and the first team were asked to fix it. The 3 boys, it was agreed, would do other*

jobs instead of painting. It was a nice diffusion. Next we drew a plan on paper of our office and I showed them some different designs of desks. Some people liked the idea of wheels underneath, "...so we could move the desk in case we needed more space or have to do something." Then we wrote a list of what was on our desk and they had to list 5 things. The boy with the toilet paper spent 45 minutes writing and listed 9 things; he was so engaged by it. Another couple of boys also listed a company car (Dad has a company car). Next, the discussion around the boy's handbags, led to the making of our company transport boxes with specialised 'flaps' and locks and soft inside for comfort. This took a lot of investigating and I had children in pairs, in-role to hold on to a distressed penguin while they put it in a normal cardboard box, then after a discussion, into our purpose built box. I was surprised by the participation of some of the 'quieter' boys and some of the boys with less maturity, they all got into the role play and participation. Nice to see them in a different light. Because they were company boxes, we all agreed that we needed a logo and name to put on it, which led to our logo, address, phone number and business card. We made the cards A5 size this MotE as many of the children had never seen a business card and so we had discussions around that. They learned to write their name in 'fancy' writing. Some children have already started their research (see below) of penguin's needs. We jumped ahead to the design of the penguin & bird area - children agreed that we needed a 'restaurant' for the penguins so they could eat "whenever they wanted"; a 'hotel' so they could sleep, but they needed to be dry and clean so they had to walk through a special door that was rather thick, and they were quietly blow-dried. The hotel team decided penguins slept in hammocks - there was some debate as to did they have blankets or wanted ice hammocks. They agreed to supply both. The penguins got to the top bunk-hammock by bouncing on a ice pillow (!). The girls in the 'restaurant' team decided they were sick of all these fishes so started making other dishes like seaweed and plankton fritters (plankton was bought up early in the discussion). The 'recreation' team decided the penguins needed slides (Happy Feet movie influence?) but were stumped as to how they got to the top of the slide because penguins couldn't climb ladders. Until someone said, "Well, let's just make them a escalator!" The children did not think of a medical facility, so that can be a tension I'll bring in when the penguins get sick. Part of the 'recreation' facilities is located on the beach so sand use for penguins is available. Area is fenced off from the public. This is important for a later tension. You know you have them when they come to school early to start their rescue box and their parents are discussing it with them (obviously already part of the learning from the night before's conversation) on how the lock could work or the handle be more stronger and the purpose of our boxes.

We have not done the Values Statement or timeline (see below), and that is my priority first thing next term, so we can get right into our main commission.



Establish a timeline of our company. When did we begin (keeping in mind our first major public event was the 2010 China's Yellow Sea oil spill - might need discussion on why it's called the Yellow Sea). Why did our company start up? When did each employee enter the company - timeline. What experience/background do they have? What skills/personal attributes do they bring to the company? Read some **Testimonials** (drama convention 21) to show our timeline. In-role writing from people in other oil disasters who have seen our empathetic and gentle care of the animals that we have rescued before. Even some international government testimonials (because our CEO/public relations manager, Kimberley, is so good at her job!). With the help of google images, there are lots of good quality images of oiled & alive penguins arriving at 'our company HQ' to illustrate how careful and gentle, but thorough, we are. Images show various stages of oiled & cleaned penguins & birds. We will have to create images (Kidpix drawings) of our specialist facilities whilst they recover and return back to health. [Recognising company values.](#)

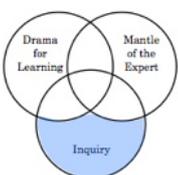
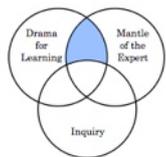


Job descriptions for the teams (shelter, healthcare, food, 'recreation'). List their duties.



Research on penguins' & birds' basic needs, shelter, healthcare, food, recreation, climate etc. Research also on how to identify and avoid stress on penguins & birds when rescuing them. Research on equipment needed in rescue; equipment needed in recovery; and equipment needed in release. Research on how to hold penguins safely and transportation issues. Research on how to clean penguins - what works best?

Science Life Processes : Ecology : Planet Earth & Beyond Achievement Objectives: Interacting Systems
Material World Achievement Objectives: Chemistry and Society. Gather information through books, googling information and asking other people such as some teachers/parents in the school who were actual volunteers in the clean-up. 3news video clip of release of



penguins (very cute and attractive to young learners). YouTube videos from WWF about what, how and why rescuers are taking penguins from their nests around the base of Mt Maunganui at night time. [ENGLISH Achievement Objectives - Creating Meaning: Writing & Presenting. Speaking & Listening. Recognising company values.](#)



 Friday 'topic maths': timeline of company; birds-eye-view map of Flicker's 'ordeals'; graphing of company's statistics; geometry shapes in our building; using fractions to discover the food rationing for 'restaurant'; worksheets to practise adding two sets of numbers (appropriate for each math group ability); word problems involving the company; working out a daily timetable; explore language like cold, colder, coldest etc. [Number strategies. DRAMA Achievement Objectives:](#)



EPISODE Quality of staff: *Level 8 tension: Pressures from sickness.* Some penguins & birds become sick (and die?) due to some staff not cleaning the birds properly or the checking procedure wasn't done effectively (as shown by our OSH forms). Who isn't doing their job? What do we need to do to ensure healthy animals? Do we have enough qualified staff to care? Is there someone missing on our staff? A vet, maybe? We need to research more (books, internet, interviews) about the care of penguins & birds - this will give us more information for the documentary. Drama convention 18. [Number strategies: DRAMA Achievement Objectives: ENGLISH Achievement Objectives -Creating Meaning: Writing & Presenting. Speaking & Listening. Recognising company values.](#)



EPISODE Different Point of View: *Level 12 tension: Loss of faith in companion.* Very frustrated co-worker overheard by volunteers, complaining at a rescue site about "the stupid, dumb bird" who had lots of oil on it, but kept flapping away out of reach from the rescuer. Volunteers upset about the language and ethos of the rescuer (doesn't fit in with our gentle and caring professional values) and write a complaint to the company. The bosses assistant (TiR) reads the letter at the staff meeting, no name is mentioned, just the complaint. The co-worker has let the company's reputation down in the public's view. How do we get the public's trust back in us? Perhaps a bit more research here to show the public we are the best at what we do (and it is stressful for us so maybe someone needs a rest day off?). Drama convention 19. [DRAMA Achievement Objectives: ENGLISH Achievement Objectives - Creating Meaning: Writing & Presenting. Speaking & Listening. Recognising company values.](#)



EPISODE Different Point of View: *Level 4 tension: Herculean tasks.* More oil is spilt from the Rena. We have a phone call from Papamoa surf lifesaving team. More animals (dolphins and whales, as well as more penguins and birds) are being stressed and covered in oil. Our facility is only capable of looking after birds and penguins. Are we going to help the dolphins and whales too? Children in-role for phone call. Drama convention 15. [DRAMA Achievement Objectives: TECHNOLOGY Achievement Objectives: Recognising company values.](#)



EPISODE Different Point of View: *Level 1 tension: Uncontrollable presence which threatens.* Local old lady (TiR) who complains to the Local Council & DOC about the equipment being left around the beach being a nuisance, as she's been walking her dog to the beach every day for the past 30 years and it is a terrible reflection of our community that all this equipment is on the beach just for a "bunch of birds". Can we make our beach space less expansive? Children in-role to have conversation with lady to explain what we are doing. (May have to fix up our working-odd-hours employee's error = Company didn't realise they needed council approval for their equipment so they now have to go through the process of getting council approval).



Drama convention 2. **ENGLISH Achievement Objectives - Creating Meaning: Writing & Presenting. Speaking & Listening. DRAMA Achievement Objectives:** TECHNOLOGY Achievement Objectives:



EPISODE Different Point of View: *Level 5 tension: Danger from guile.* Someone (suspected not a local person because of unusual accent) was interrupted last night of entering our company buildings. They left behind some un-humane traveling crates. Audio recording (no video unfortunately - appears they disabled it, despite our top-of-the-range security system), catch their conversation implying they needed to steal the penguins and birds so that the disaster wasn't implied as big as it is. Script is accidentally cut up into 4 pieces. Children need to order the conversation. What are we going to do about it? Drama convention 25 & 33. **ENGLISH Achievement Objectives - Creating Meaning: Writing & Presenting. Speaking & Listening. DRAMA Achievement Objectives:**



EPISODE Skills: TiR as director of documentary, has a meeting with the company to plan the documentary. Research into various roles of the documentary and script writing are needed (poetic writing, account writing, persuasion writing). Thinking tools of PMI chart. Keynote Presentation with their team on 6-hats thinking. Complete digital story (Mrs Klinkert). Drama convention 1. **Number strategies: SOCIAL SCIENCES. ENGLISH Achievement Objectives - Creating Meaning: Writing & Presenting. Speaking & Listening. TECHNOLOGY Achievement Objectives:**



EPISODE Major Tension: *Level 7 tension: Pressures of time.* We've been told by the client, TV Bay of Plenty, that another documentary is being made by TVNZ and is scheduled to be on tv in a fortnight. The client meets with us and is suspicious that they might be doing Flicker's journey also (or something similar, like Flicker's friend the seagull). Is someone leaking information? How will we convince the client that we are 100% on their side and ready to start shooting the documentary? The time frame to complete Flicker's journey has been moved forward so that our client's documentary is on first. Drama convention 1. **DRAMA Achievement Objectives:** TECHNOLOGY Achievement Objectives:



Presenting information: Present documentary to clients at negotiated deadline and at the end of the task, making sure the client's input is valued, and produce what they are wanting, to the best of our ability. A phone conversation the next day from the clients thrilled with their documentary. They are submitting the documentary to the MADE Awards next term. And we beat TVNZ in the airing of our documentary, so they extra happy with us and will write us a glowing testimonial to add to our list. Close of commission. **DRAMA Achievement Objectives:**



Assessment: Formative: Diagnostic - individual observation of students. Evidence of work in episodes, such as completion of rescue box, business card etc. Feedback to students of participation in role play or job (sustaining role or recall of details). Peer feedback in role play or job. Presentation of documentary- participation, contribution to group work and ideas. Observations of children of what do they do when I'm in-role.



Assessment: Summative: On-going after each episode to see if their reaction effects planning or needs to produce a new tension. Children's self-assessment on tasks for each episode can be summarised as part of the process.