



## 1. Tips for planning a module ...

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- Teach in a theme where important content can be simplified and the focus is on the theme not the smaller details
- Create short tasks that have a simple outcome and sometimes a flexible completion (i.e.: it doesn't matter if the whole task or project is completed)
- Link short tasks together to create a theme (i.e.: tasks can be swapped in and out)
- Use tables, circle diagrams, mix n match, small writing boxes etc. to simplify notes
- Make sure instructions are given verbally in student language (a student will rarely care about "literacy" or pedagogy!)
- Have plenty of discussion opportunities to verbalise and link key ideas
- Use starter sentences for a discussion ("What if ...", "Imagine when ...", "When else have we ..", "What is this similar to ...", "Who is a key person who ...")
- Use visuals like a diagram, photo, video clip, poster etc. as the base of discussion and from which 2-3 key content ideas can be added
- Model a verbal answer that has 2-3 ideas
- Match a content idea with an example (i.e.: give content idea with key word and they find an example)
- Offer opportunities to be creative – have discussions, talk to people, observe a social or cultural occasion, photograph, record, make collages of key images, "read" cartoons, recreate a setting from a photograph, look at advertising, draw own ideas and explain, think in the past or predict in the future ...
- Build in opportunities to move – do surveys, walk and collect information, move around your school, use jigsaw puzzles of shared information, collect for charity, flyer drop, short work experience opportunities, games
- Model a template being used for an assessment by using as a draft/parallel model in lessons
- Use video clips as a visual to build knowledge from (but keep them short and focused)
- Link a research/fact finding project into Core Generic skills which will teach the skills in a simple, practical way that can then be linked to a social inquiry or other research
- Offer a parallel or alternative assessment opportunity (see #3) instead of some core humanities ones ... this will keep students in mainstream classes learning social cues and modelling and picking up specialist information (see #4 below)

## 2. Try to avoid ...

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- Making students do lots of writing!!!
- Giving students long tasks that may seem overwhelming
- Giving students a large amount of paper with lots words!
- Reading with complex words
- Giving long instructions
- Independent research without scaffolding and being a LONG research project!
- Assessment material that is more about reading/comprehension than the actual skill
- Over-assessing students who may always struggle ... but instead select 2-3 assessments to attempt with a flexible time frame

- Putting pressure on struggling students to achieve what may be beyond them anyway
- Making them write in an internal assessment when they can do it verbally, have ideas transcribed, be observed, be part of a discussion, work collectively etc.

### 3. Some great alternative assessment opportunities ...

With over 19 000 opportunities on the NZQA framework there may be other assessment options that better suit a student's skill level and interest but could still link with a Humanities/Literacy subject focus.

- Use **Supported learning assessment themes** for targeted students and the student workbooklets could also be learning themes for other students.
- Look at **Core Generic skills themes** - prior skills that could lead into research, fact finding, speeches, presentations, discussions, observations etc.
- Integrate **Tikanga Concepts** within topics or supported learning/core generic blends to build themes around NZ knowledge and awareness, as well as marae visit, cultural observation, key leaders, challenges to cultural beliefs, compare to another culture.
- Integrate a unit standard about **Pacific Studies** tradition, culture, societies in Humanities Domain

		Credits	Cost
<b>SLR Series One &amp; One Plus workbooklets</b> →	Research & present It. Read, Write, Speak. Explore It. Confidence Plus. The Modern World. Getting Around. Organise Me.	-	\$45 .pdf
<b>SLR Social Studies workbooklets</b> →	Kiwiana, The Wider World, In the World's Past, NZ Past & Present, Keeping NZ Beautiful, Money, Trade & Resources	-	\$45 .pdf
<b>NCEA L1 Supported Learning</b> →	<b>Know Our Place</b> (Describe elements of own culture, basic rights and responsibilities of a citizen of Aotearoa)	4	\$320
	<b>Around Our Community</b> (accessing facilities and services in communities)	4	\$320
	<b>Use Your Words</b> (using literacy in day to day situations)	5	\$375
<b>NCEA L1 Tikanga Concepts</b> →	<b>Tikanga – Whakapapa</b> and key terms	2	\$200
	<b>Tikanga – Powhiri</b> – protocols and roles	2	\$200
<b>NCEA L1 Core Generic Skills</b> →	<b>Research for Learning L1</b> (2 unit standards on skills to search, access & select information & note-taking & could link into other research)	4	\$295
<b>NCEA L1 Pacific Studies</b> →	Look at options on NZQA website ( <a href="#">NCEA L1 Pacific Studies</a> )	-	-
<b>NCEA L2</b> →	<b>Planning Our Learning</b> (two unit standards on plan to enhance own learning, manage own learning programme)	5	\$325
	<b>Research for Learning L2</b> – research a topic using oral, visual and written sources and evaluate process	3	\$285
	<b>Networks &amp; Support</b> –(two unit standards on describe own lineage, heritage and cultural identity, support services and resources in community)	5	\$325

#### 4. The benefits of keeping students in a mainstream class ...

- They learn valuable information, skills and content knowledge from a subject specialist
- You have the tools to engage them with linking key facts and giving interesting examples
- They learn important social cues and models from their peers and you
- You have access to material a support teacher may not
- They may LOVE your subject ... but just struggle with it
- We want to make sure we give the opportunity for “education for all” and flexible models for “success for all”
- You may think they aren’t succeeding in the formal assessment, but they may be succeeding in many other ways (new knowledge, building a skill, sharing an idea, practicing verbal and interaction skills, enjoyment, engagement with an adult or peer, social awareness, building community awareness etc.)
- Offering the right resource to the right student at the right time can build a confidence and feeling of success that is hard to appreciate until you see that student succeed when they thought they couldn’t.

#### 5. Remember SLR offers options for the Year 9-10 social studies curriculum ...

The right material for the right student at the right time!



**SOCIAL STUDIES**  
CULTURE & IDENTITY



Name: \_\_\_\_\_ Class: \_\_\_\_\_

Topics include:  
NZ people, migration, cultures, symbols, places, mapping, food, celebrations, events, research etc.

**SOCIAL STUDIES**  
CULTURE & IDENTITY



Name: \_\_\_\_\_ Class: \_\_\_\_\_

Topics include:  
Where in the world, mapping, surveys, different cultures, immigration, integration, xenophobia, stereotypes, research etc.

**SOCIAL STUDIES**  
PLACE & ENVIRONMENT



Name: \_\_\_\_\_ Class: \_\_\_\_\_

Topics include:  
places, landscapes, environment, urban, rural, industries, protection, consequences, research etc.

**SOCIAL STUDIES**  
CONTINUITY & CHANGE



Name: \_\_\_\_\_ Class: \_\_\_\_\_

Topics include:  
Photographs, news, research, war, peace, leaders, influencers, protest, actions, consequences, research etc.

**SOCIAL STUDIES**  
CONTINUITY & CHANGE



Name: \_\_\_\_\_ Class: \_\_\_\_\_

Topics include:  
NZ timeline, patterns, key NZ milestones, NZ leaders, government, conflict, key events, research etc.

**SOCIAL STUDIES**  
ECONOMIC WORLD



Name: \_\_\_\_\_ Class: \_\_\_\_\_

Topics include:  
world money, making and using resources, trade, goods and services, economic decisions (world and NZ), research etc.

Thanks for TAKING 5 MINS to just stop and think how we can explore different funding options to support the many students who need adapted material and different pathways!

*Note: Thoughts in this series are based on Supporting Learning (SLR) experiences with over 900 NZ schools and schools worldwide, as well as research used for articles, presentations and study and while SLR examples are used in this Take 5mins, there are many other valid options that will suit your students.*