

Ata and Oho within Social sciences | Te ao tangata

Hei whakaoreore Getting started

How to use the **Ata** and **Oho** resources to support teaching and learning within Social sciences | Te ao tangata including Aotearoa New Zealand's histories.



Whakamōhiotia tō hoahoa ako te ao tangata | Inform your social sciences learning design

Ata and **Oho** are resources that make it easier for ākonga to notice and respond to social and emotional learning.

Ata supports teaching and learning social and emotional skills, knowledge and strategies.

Oho strengthens social and emotional learning by exploring the connections between ourselves and the world.

This brochure suggests activities that you can do with colleagues, whānau and ākonga to explore social and emotional learning through the social sciences | te ao tangata learning area.

Ata and **Oho** are designed to explore social and emotional learning through two of the key competencies **Relating to others** and **Managing self**. Social and emotional learning is an important part of learning in social sciences. It is particularly relevant to the **Do** elements explored below.

Asking rich questions to guide worthy investigations | Te ui pātai whaihua hei ārahi tūhuratanga mō te porihanga

Ata and **Oho** help learners deepen their understanding of themselves and others. Through engaging with others, ākonga can practise asking questions that are meaningful, empathetic, and lead to deep investigations in social sciences.



Thinking conceptually | Te whakaaro huatau

Ākonga can use **Ata** and **Oho** to explore their own stories. In doing so, ākonga learn about concepts that can be transferred to different contexts within the social sciences. This process supports learners to make generalisations and connections.

Collecting, analysing and using sources | Te kohikohi, te tātari me te whakamahi mātāpuna

Ākonga can use **Ata** and **Oho** to increase the breadth, depth, and integrity of their research by engaging with others. This will support learners to draw on a broad range of sources, perspectives, and world views within their social sciences investigations.



Me timata

Get started

Understanding the identities, languages, cultures and values of individuals and groups of learners

Ata and **Oho** help ākonga to understand themselves and their whānau, and to identify what matters to them. Kaiako can then use this knowledge to inform their social sciences learning design and choose relevant **Know** contexts.

Ngā mahi | activities:

Note: We have sequenced these suggested activities so that they build on each other, but you can do them in any order relevant to your learning context.

- Use (**Ata 1, p.12**) *Pangahono huānga* to begin exploring the key competencies within social and emotional learning. As ākonga uncover different perspectives in the puzzle, make links between their personal connections and your current social sciences inquiry.
- Ākonga can identify the events, ideas and places that make them and their whānau unique by using (**Oho 6, p.38**) *Ko au tēnei tōku tuakiri* and (**Oho 9, p.50**) *Tōku whānau tino motuhake*. These activities help ākonga to develop and grow their sense of self, and recognise and respect the diversity of their peers.
- Use (**Oho 1, p.18**) *Tātari ōku wāhi* to consider how various individuals and groups might sort the places differently and then identify the values and perspectives that underpin these differences. This will deepen learning in the Tūrangawaewae me te kaitiakitanga **Know** context, by exploring the significance of places to different groups in the past and present.

Choose topics that have personal significance to learners

When you feel confident in your understanding of how your ākonga are unique, you can plan learning opportunities to consider issues that are personally significant to them and highlight their stories.

Ngā mahi | activities:

- Use (**Oho 4, p.30**) *Tāku tūranga i te wā* and (**Oho 7, p.42**) *Ōku tāngata taura* to enable ākonga to springboard areas for investigation, consider the connections between place, time, people, and emotions in their whānau stories, and make explicit connections to the big ideas within social sciences learning.



Te mahi ngātahi

Working together

Building relationships

Ata and **Oho** present an opportunity to build respect and empathy between people and, in turn, support the diverse communities of Aotearoa to thrive.

Ngā mahi | activities:

- Use (**Oho 6, p.38**) *Ko au tēnei – tōku tuakiri* with a focus on communication. Ask ākonga to compare the unique aspects of their findings with their peers and kaiako to build a shared understanding of each other.
- Take this further using (**Oho 3, p.26**) *Pēhea tōku whakawhitiwhiti kōrero* to explore the whakapapa me te whānaungatanga **Know** context. Consider the different ways various groups in society communicate, and how that affects cultural interaction and cultural narratives, both past and present. Ākonga work in pairs drawing cards and saying where they think their partner might place the cards and why, to show their understanding of their partner's values and perspectives.



Recognising emotions and responding to challenges in social sciences

Elements of social sciences learning can bring up a range of emotions for ākonga and kaiako. Use **Ata** and **Oho** to develop the social and emotional learning of ākonga by recognising, responding, and communicating their emotional responses to the learning experience. These emotional responses can be identified as drivers of social change.

Ngā mahi | activities:

- Using (**Ata 2, p.16**) *Tātari kare-ā-roto*, ākonga explore their own emotions and those of their peers, and use this knowledge to explore the emotions of others in societies past and present. Consider why individuals and groups might have diverse emotional responses to the same event?
- Identifying these emotions can also help ākonga to decide on social action. For example, consider how the range of stakeholders' emotional responses to an event could lead ākonga to choose different behaviours / social actions.
- Explore social, economic and environmental issues together and use (**Ata 4, p.24**) *Te aro ki ngā wero* to respond to community challenges and plan social actions.
- Within the learning experience use (**Ata 5, p.28**) *Taki-mai* to notice how you have faced challenges within the social sciences curriculum. For example, within climate change, what connections and changes have been made?

Ngā kōrero uaua

Difficult conversations

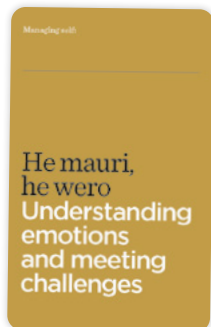
Preparing for having difficult conversations and teaching contested topics

Conversations within social sciences learning can be highly impactful for learners when their personal connection to the topic enables deep social and emotional learning within the activities. The **Ata** and **Oho** cards can be used as a framework for safe conversations, to design learning activities, and to explore a range of opinions about the big ideas of social sciences learning. Kaiako can work together in teams to plan learning experiences and discussions about contested topics so they are approachable and accessible for all learners.

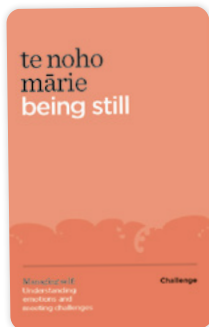
Ngā mahi | activities:

- Use the **(Ata, p.7)** *Big and Really Big cards* and *support structures* **(Ata, p.8)** to help guide challenging conversations and create safe learning spaces. Be mindful of each learner to ensure the space is safe for all.
- Use **(Ata 2, p.16)** *Tātari kare-ā-roto* to name emotions and anticipate the emotions that you think may arise for ākonga in a particular difficult conversation.
- Use **(Ata 4, p.24)** *Te aro ki ngā wero* to strengthen holistic approaches to difficult conversations in your current critical inquiry, for example, when reflecting on the processes and consequences of colonisation.
- Brainstorm solutions together and consider how different ākonga or people might respond. This activity can then lead into discussions that identify how to tackle challenges. Using **(Ata 3, p.20)** *Whakawhanake rautaki* can deepen our understanding of the big ideas, build our knowledge about social, economic, and environmental matters, and challenge our critical inquiry practices.
- Use **(Ata 5, p.28)** *Taki-mai* for personal and collective reflection on how the group faced challenges, made connections and in turn developed social and emotional learning.

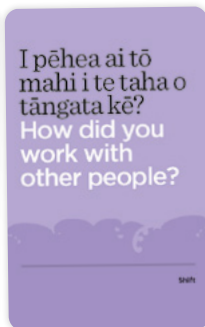
What element are you focusing on?



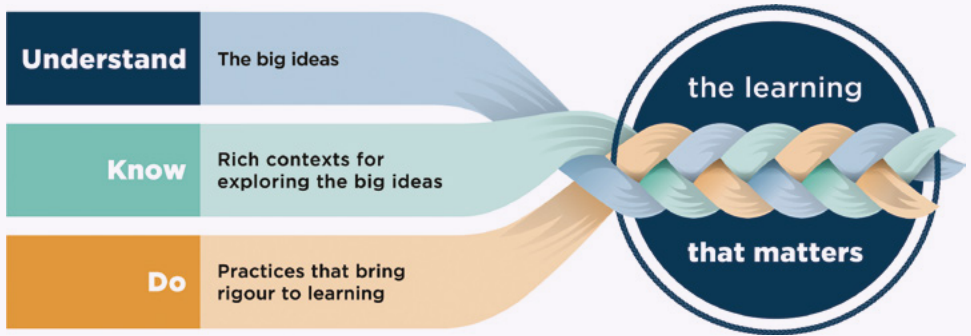
What is the challenge?



What are the things, connections or changes you noticed?



Ata and **Oho** can be used to weave learning experiences using the progress outcomes that describe what learners should **Understand, Know, Do** at each phase of learning. Using **Ata** and **Oho** will help teach important and contested topics in a responsive way.



Ngā mahi | activities:

- (**Oho 7, p.42**) *Ōku tāngata tauira* can be used to **Understand** the social sciences learning area. *Ākonga* can explore local, national and global contexts using the **Know** contexts and explore role models from the past and present. They can create a list of their past and present role models.
- Use inquiry learning to **Do** by finding out more about these people and the narratives that have been created about them.
- Use the blue emotions card to explore the characteristics displayed by different role models. If the role models are from the past, have a conversation with *ākonga* about presentism. Presentism is interpreting past events using modern values. To help *ākonga* understand this concept they could explore how role models of the past would be viewed today and compare that to how they were viewed in the past. Use a range of sources to help get a picture of how people were viewed in the past and the context they are in.



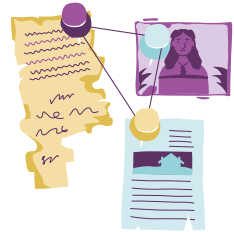


Identifying values and perspectives | Te tautohu uara me ngā tirohanga

Using **Ata** and **Oho**, learners can practise exploring their own and others' perspectives to better understand why people think, feel, and act the way they do. This practice and understanding can deepen their exploration in new social science contexts.

Thinking critically about the past | Te whakaaro arohaehae mō ngā wā o mua

Ata and **Oho** offer opportunities to develop historical empathy through exploring the attitudes, values and experiences of people now and in the past. Ākonga can examine the significance of past events through exploring the impact these may have had on people.



Communicating arguments and ideas using social sciences conventions | Te whakapuaki whakaaro mō te porihanga mā te whakamahi ritenga tikanga ā-iwi

Ākonga can use **Ata** and **Oho** to help them understand the audience and therefore be purposeful about how they put forward their line of argument. They can reflect on challenges they may have experienced through their chosen process.

Analysing decisions and taking social action | Te tātari whakatau me te whakahaere mahi koringa pāpori

Ata and **Oho** step ākonga through a decision-making process that helps them develop critical thinking, problem-solving, and self-reflection skills. These can be used for understanding challenges of personal and social significance. The cards help learners generate a range of solutions for social issues and reflect on any steps that were taken.

Te ngana tahi hei kaiako

Try together as kaiako

Ata and **Oho** are tools to have fun together and explore the social science learning area. As kaiako, use **Ata** and **Oho** to explore your questions and concerns in preparation for using the cards in social sciences learning.

Think of a social science “meaningful topic” or context you are going to teach and use the **Ata** and **Oho** cards to help guide your planning. Experiment with them, and let us know what you and your ākonga create and learn together!

Ngā mahi | activities:

- Use the (**Ata 4, p.24**) *Approaching challenges cards* to consider how you would use **Ata** and **Oho** in your social sciences learning experiences.

Consider these pātai:

- 1 How can you bring **Ata** and **Oho** into your planning?
- 2 What activities would be good to start with?
- 3 How can you use the cards for personal reflection on your own social and emotional learning?

For more information and support visit:

ssol.tki.org.nz

For more information on Ata and Oho:

hpe.tki.org.nz/planning-and-teaching-resources/resource-collections/social-and-emotional-learning-resource-collections/

For more information on the Social Science Learning Area:

nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Social-sciences

ATA OHO



TE TĀHUHU O TE MĀTAURANGA
MINISTRY OF EDUCATION

Te Kāwanatanga o Aotearoa
New Zealand Government