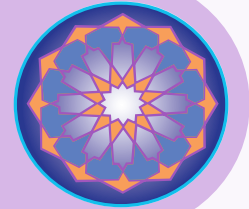


Teacher support materials: Understanding Muslim identity in Aotearoa Y1–3

This teacher support material (years 1–3) unpacks the Know context **Ngā ahurea me ngā tuakiri kiritōpū | Culture and collective identity** in relation to two videos – *Anzar’s Story* and *Hamza and Nurah’s Story* – that tell about their experiences of growing up as Muslims in Aotearoa New Zealand.



The suggested activities are intended as examples to support students to understand important ideas about the cultures and collective identities of Muslim people in Aotearoa New Zealand.

Students will use the skills they have developed through these learning experiences to find out about the stories of Muslim groups in their own communities and promote social cohesion.

Revisiting the same concepts and skills in different contexts supports students to develop their abilities in the Do practices in more complex and critical ways, which in turn deepens their understanding of the big ideas.



Creating a safe space for students

Using this resource requires careful consideration of the emotional wellbeing of students, teachers, and the wider whānau and school community.

Teachers will need to have a strong understanding of the needs of their students to ensure difficult conversations and topics are managed in a way that respects the diversity of the class, including the knowledge, beliefs, and cultural capital of each child.

Particular care needs to be taken when discussing the Christchurch terror attacks to safeguard all children.

Some resources that can support with this are:

- [The Mental Health Foundation](#)
- [The Supporting People’s Wellbeing section of the Leading Local Curriculum Guide – part 2](#)
- [Unteach Racism](#)

- **Ata and Oho Resource collections:**
 - **Ata** is a collection of cards and activities for teaching and learning social and emotional skills, knowledge and strategies. Using these resources will help students build awareness of themselves and others as they practise skills and develop strategies that help them live and learn together better.
 - **Oho** is a collection of cards and activities for teaching and learning that supports social and emotional learning. By exploring the connections between ourselves, and the world, students can develop skills, strategies and knowledge that help them be culturally and socially located as unique and connected individuals.

Teacher support material

Relationships, language, and culture shape identity. People express their culture through their daily lives and through stories about their past.

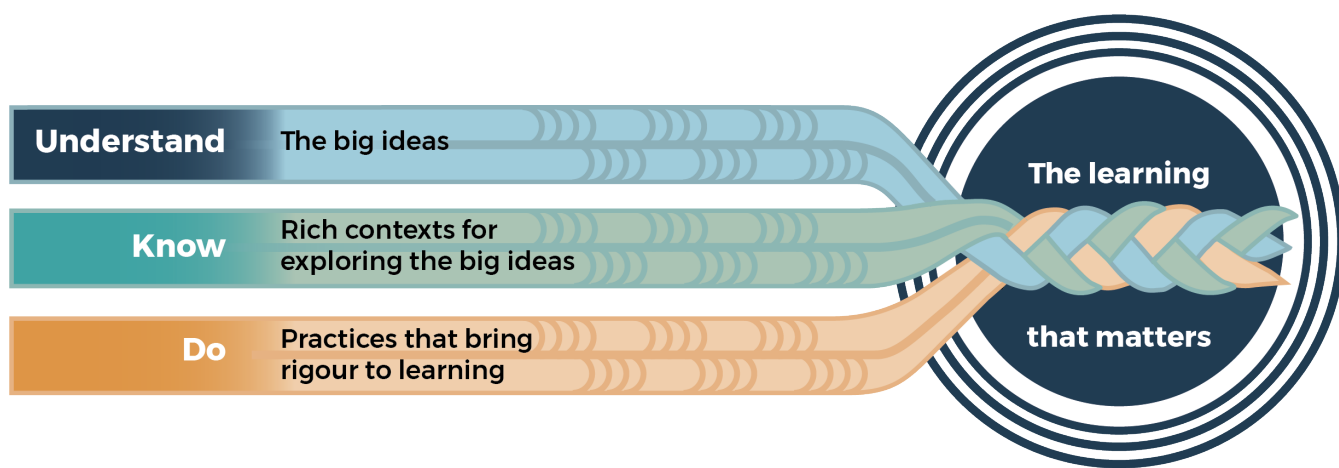
Islam is a religion. A person who believes in Islam is called a Muslim. In Aotearoa New Zealand, Muslim communities come from many different ethnic groups such as Māori, Pākehā, and may come from or reside in many different places in the world such as the Middle East, South Asia, Southeast Asia, Africa, and the Pacific.

To support teacher learning

It is important that teachers have a sound understanding of Islam and the general history of Muslims in Aotearoa New Zealand before beginning these activities.

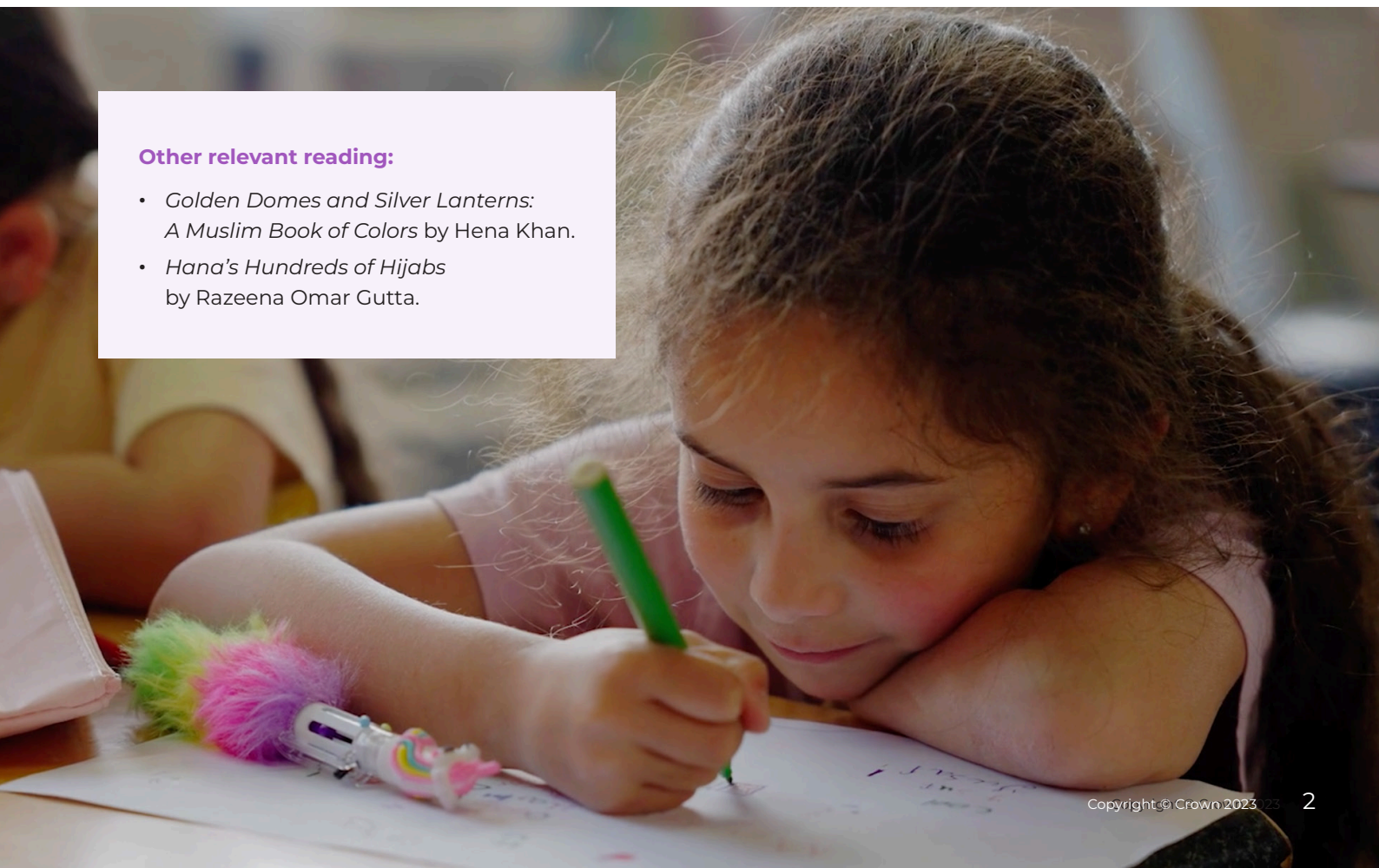
The following websites have more information that could be useful for teacher learning:

- [The New Zealand Muslim Association | About Islam](#)
- [The International Muslim Association of New Zealand](#)
- [The Islamic Women's Council of New Zealand](#)



Other relevant reading:

- *Golden Domes and Silver Lanterns: A Muslim Book of Colors* by Hena Khan.
- *Hana's Hundreds of Hijabs* by Razeena Omar Gutta.



Understand Big ideas	Know Contexts	Do Practices
<p>E koekoe te tūi, e ketekete te kākā, e kūkū te kererū.</p> <p>People hold different perspectives about the world depending on their values, traditions, and experiences.</p> <p>Haumi e, hui e, tāiki e!</p> <p>People participate in communities by acting on their beliefs and through the roles they hold.</p>	<p>Ngā ahurea me te tuakiri kiritōpū Culture and collective identity</p> <p>Relationships, language, and culture shape identity.</p> <p>People express their culture through their daily lives and through stories about their past.</p>	<p>Te ui pātai whaihua hei ārahi tūhuratanga whaitake Asking rich questions to guide worthy investigations</p> <p>Te whakaaro huatau Thinking conceptually</p> <p>Te kohikohi, te tātari, me te whakamahi mātāpuna Collecting, analysing, and using sources</p> <p>Te tautohu uara me ngā tirohanga Identifying values and perspectives</p>



In this resource, consider:

Meaningful topic guidance:

The following statements expand on how this resource relates to the big ideas.

Muslim communities are characterised by great diversity in age, ethnicity, culture, citizen status, abilities and disabilities, family composition, and gender and sexual identity. These aspects all contribute to different perspectives held by Muslims with some underlying similarities.

People participate in Muslim groups including mosque, families, ethnic communities, and community events such as festivals and sports tournaments, based on their shared faith. They have various roles depending on their identity and the groups they belong to.

Suggested learning experiences:

Everyone belongs to groups.

What groups do we belong to?

Suggested learning experiences

- Support students to identify all the groups they belong to. These might include education, religious groups, ethnic groups, sports teams, family, social groups, and others.
- Students could participate in a 'get to know each other' game where they find other class members who belong to the same or different groups. For example, they could find someone who belongs to the same religious group or school group as them, or discover that their peers belong to different religious groups to them. The aim of this exercise is to discover connection rather than exclusion.
- Support students to come up with examples of what is a group and what is not a group. For example, an individual is not a group, so gardening is not a group, but a school gardening club is. Then use these examples to create a class definition of the concept of 'group'.
- **Extend** this activity by categorising the different groups that students belong to and use the information to create simple graphs showing the numbers of students in the class that belong to each category, drawing out that people can belong to multiple groups.



Teacher guidance:

Support students to build their skills for researching in social sciences by developing rich questions they would need to search for answers to. The questions that follow are examples that could be unpacked.

Students may need the language in these questions unpacked. For example, 'culture' has a specific meaning in social sciences. In their everyday life, they may use 'culture' as a synonym for ethnicity or ethnic background. In the social sciences, 'culture' refers to the shared characteristics of a group of people – so we could refer to their 'classroom culture', 'family culture', or 'school culture'.

They may also need 'diverse Muslim communities' unpacked to ensure they understand it means lots of different people or groups who are all Muslim.

Rich questions

- How do diverse Muslim communities express their identity in their everyday life?
- How is this the same or different to how I express my identity?

Thinking about examples and non-examples can help students make generalisations to define these concepts.

The purpose of this activity is for students to find connections and similarities between the groups they belong to. This is important as they begin to understand the social science definition of culture as being the shared characteristics of a group.

Care will need to be taken in this activity to support students to accept that people in the class will belong to different groups, and that this adds interest and diversity to our lives, rather than be indicative of exclusion. An alternative activity could be to use the 'Names of my places' activity from the Oho resource.

Every group has its own culture.

How do people express their cultures in their everyday life?

Suggested learning experiences

- Ask students what they think culture is and draw out that it is 'the shared characteristics of a group of people' or something similar.
- Choose one group that was identified in the previous activity, and brainstorm all the aspects of that group's culture. For example, if you choose the class, students might say things like, 'take off our shoes before coming inside', 'always try our hardest', 'help others learn', 'don't sit on tables'.
- Then ask students to consider another group they belong to and identify the aspects of that group's culture. They could do this with peers who are also part of the same group.

Groups have similarities and differences in how they express their cultures.

How do the families in the videos express their family culture in their everyday life?

Suggested learning experiences

- Explain that you are all going to watch a video and say, 'The people in these videos belong to a group of people that share the same religion, Islam. A person who belongs to this group is called a Muslim. Their faith is one thing that influences their everyday life and their culture. Every family has its own special family culture.'
- Watch both videos and support students to identify all the groups the children in the video belong to, for example:
 - New Zealand
 - Muslim community
 - Taekwondo
 - Futsal
 - Friends
 - School
 - Country where parents are from, for example, South Africa, Egypt.
- Ask them to identify any groups that are the same as children in the class.
- Watch the videos again and ask students to identify the different things in the video that show they belong to one or more of these groups. You might like to give them the following categories, or encourage them to develop their own:
 - Food
 - Language or ways of talking

Using students' personal experience of groups as a source of information helps them to think conceptually about 'groups' and 'culture' in familiar contexts. 'Culture' in social sciences has a particular meaning that is different from common usage; this will need to be unpacked with the students to ensure they don't think 'culture' means ethnicity. A group may be an ethnic group, but it may be a religious group, or another kind of group. All these groups have their own culture.

If the class has some issues with including everyone, it would be good to choose a group that everyone in the class belongs to, perhaps the class itself, or the kapa haka group or something similar.

Depending on students' prior knowledge, they may need further discussion to unpack the idea of religion, faith, and Islam.

Students will use the videos as a source of information to help them answer this question. Some students may question whether an aspect is the family's culture. For example, Anzar eats cereal for breakfast and students may say this isn't his family's culture because their own family also eats cereal. If this happens, support students to understand that they will have some aspects of culture that they share with Anzar's family, and some aspects that are different.

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- Clothing
 - Music/dance
 - Prayers/faith
 - Games
 - Routines
 - Family roles
 - Who lives in the house (people and pets).
- Ask students to say one thing they saw in the video and which group they think it comes from. Support students to identify that some of the activities or things they saw might show belonging to more than one group, or to no group at all, and help them to find the similarities and differences between the everyday lives of the children in the videos and themselves. For example, their hobbies, religion, sports, friends, and/or preferences.
 - **Extend** this activity by discussing with students that these are the visible aspects of their culture. There are also aspects that we can't see easily, such as the way family members relate to each other, cultural beliefs and values, decision making, ideas about respect, modesty, etc.
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Groups have similarities and differences in how they express their cultures.

How do our families think we express our cultures in everyday life?

Suggested learning experiences

- If appropriate, ask students to conduct an oral interview with a member of their family to find out how they think the family expresses their culture. It could be an aunty, cousin, grandparent, brother, sister, parent, or other family member.
 - To do this, students will need to:
 - decide what they want to find out from their family member
 - craft rich questions that cannot be answered by a simple yes or no
 - practise asking these questions and either record the interview, write down the answers, or ask their family member to write them down.
 - **Extend** this activity by encouraging students to interview multiple family members and compare their answers, or encourage them to develop questions that explore the purposes behind the various cultural practices.
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In this activity, students are using another source – a member of their family – to find out their perspective. This will help students understand that people, even within the same family, hold different perspectives about the world.

There are similarities and differences in the ways groups of Muslims express their identity.

What are the differences in the ways that Muslim communities express their identity and their faith in their everyday life?

Suggested learning experiences

- Read the book *Open Day at the Mosque* and support students to identify all the activities or practices that are mentioned in the book. Write each one on a piece of paper, or photocopy the images and cut out the relevant parts. Ensure they have included the prayer rooms, the reference to Ramadan and to the Qur'an.
- Place two hoops on the floor, label the first, 'faith practices' and label the second, 'ethnic or family practices'.
- Pick up one of the pieces of paper and read it aloud, for example, 'get a henna tattoo'. Ask the students what they know about henna, and see if they can identify that it is a practice from India. Then ask, 'is this something that all Muslims do, or just some Muslims?'. Draw out that it is an ethnic practice, not a faith practice, and place the piece of paper in the second hoop.
- Give pairs of students one piece of paper and ask them to discuss what they know about the practice and decide whether it is something all Muslims do, or some Muslims do. Ask them to share back to the class and place their paper in the correct hoop.
- Once this is complete, discuss why the activities in the 'some' hoop were at the open day at the mosque and draw out that Muslims in Aotearoa New Zealand come from many different ethnicities and nationalities, and that many of these were represented in the open day. Help them understand that the aspects in the 'all' hoop are called the pillars of Islam and there are some not mentioned in the book: giving to the poor, visiting Mecca and the profession of faith – which is in the Qur'an.

In this activity, students are using the book as a story, as well as their own collective knowledge and experiences to sort and analyse information.

Building knowledge about people's identity can help them feel they belong.

How could we share the similarities and differences between ourselves and other children?

Suggested learning experiences

- Read the book *Ko Wai Au?* by Nesra Wale, about Kiwi Somali boy Abdirahman. Use the categories from the previous activities to compare his everyday cultural expression with the students. Create a class book that celebrates the identities of everyone in the class. If needed, you could include Abdirahman or the children from the videos to ensure you have children from the Muslim faith included.
- You could use a collage style like in the book with photographs, printed and handwritten words, and drawings.
- Support students to create a social action plan for sharing the big book they create. Encourage them to think about who would benefit from learning about different identities, and what would be the best way for them to share it. For example, should they read it to other classes or at the local early learning centre? Should they make copies of it to give to others?

Taking social action at this level can be very simple. In this activity, students are working together to create a social action plan for sharing their book. Students will need support to help share their opinion about what plan they think is the best and why.

Ensure students are focusing on an action that promotes social cohesion, that is to enhance connections and solidarity between groups.

