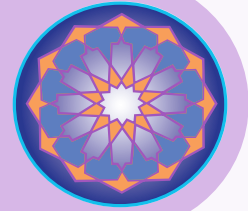


Teacher support materials: Understanding Muslim identity in Aotearoa Y4–6

This teacher support material (years 4–6) 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

Muslim communities are diverse but have some underlying collective practices and values.

Islam is a religion. A person who believes in Islam is called a Muslim. Muslims come from lots of different ethnic backgrounds. For example, in Aotearoa New Zealand, Muslim communities come from many different ethnic groups such as Māori, Pākehā, South Asian, and African. Muslims also live in, or come from, many different places in the world including the Middle East, South Asia, Southeast Asia, Africa, the Pacific and Aotearoa New Zealand.

Before starting this learning sequence

Ensure that students have a clear idea of how they and others express their identities in their everyday life. If needed, you can take students through some of the learning experiences for the previous phase of learning.

To support teacher learning

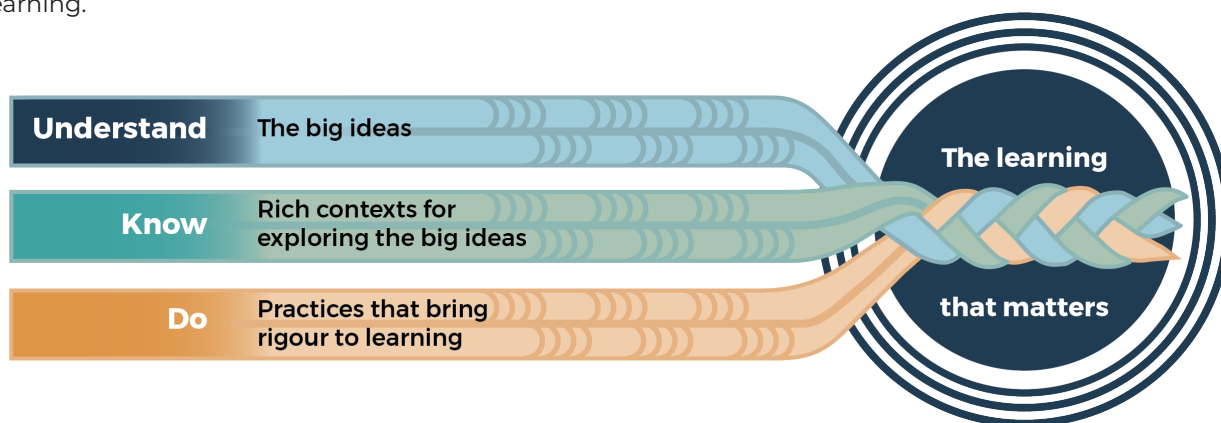
It is important that teachers have a sound understanding of Islam and the general history of Muslims in Aotearoa New Zealand before beginning these activities.

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:

- *Listen, Layla* by Yassmin Abdel-Magied.



Understand	Know	Do
Big ideas	Contexts	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>Tuia i runga, tuia i raro, tuia i roto, tuia i waho, tuia te muka tāngata.</p> <p>Interactions change societies and environments.</p>	<p>Ngā ahurea me te tuakiri kiritōpū Culture and collective identity</p> <p>Culture shapes individual and collective identities and creates diversity within societies.</p> <p>People's cultural practices and relationships can vary but reflect similar purposes.</p>	<p>Te ui pātai whaihua hei ārahi tūhurātanga 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.

Relationships and connections between groups have been shaped by a variety of factors including migration, and specific events such as the Christchurch terrorist attacks.

Suggested learning experiences:

Stereotypes can result in exclusion for some groups.

What is a New Zealander?

Suggested learning experiences

- Ask students to brainstorm (draw or write down) what they think it means to be a New Zealander. Encourage them to think of categories like things they do, eat, value, characteristics, what they look like, etc.
- When they have completed the task, ask them to share in small groups and see what they notice. Are there any things that are the same or different? Have they missed anything out that might be important for some New Zealanders?
- Explain that New Zealanders are diverse but that sometimes images of New Zealanders, for example, on TV, don't reflect all the differences of people who are New Zealanders. Then explain that one aspect often missing is showing people of different faiths.
- Ask students to share anything they know about Islam, and other faiths. Then challenge the students to look back at their descriptions of a New Zealander to check whether a Muslim New Zealander would be able to see themselves in the description. What about a New Zealander of another religion?

Teacher guidance:

Rich questions

- How do the routines, practices, and values of Muslim communities in Aotearoa reflect similar purposes to those of other groups?
- How can we celebrate the diversity brought to our society by Muslim communities?

The purpose of this activity is to explore how common stereotypes about being a New Zealander may not be inclusive. This brainstorm will be used at the end to help students reflect on how we could make something inclusive.

If you have Muslim students in your class, you could ask them if they would like to share their understanding.

The things we spend time on can be the same as, and different from, other people.

How do we spend our time?

Suggested learning experiences

- Ask students to create a diary of a week or more in their lives, then support them to analyse their diaries by:
 - categorising different activities, using different criteria for the categories to see how this affects the results. Categories could include personal care, school, work, faith, recreation, family time
 - creating a pie or bar graph to show how much time they spend on each category
 - comparing their graphs to others in the class and seeing if they can identify collective practices that particular groups in their class do, for example, praying, fasting, going to church or the mosque, playing soccer at lunchtimes.
- Discuss what a practice is and ask students if there are any activities on their graphs that they wouldn't consider a practice, for example, is sleeping a practice?
- Create big sheets of paper with some collective practices at the top, for example, 'going to school' or 'praying', and ask students to add their names to each one that they do. Discuss which are the most common practices, and which are the least common.
- Support students to write reports about how they spend their time compared with others in the class. This could be extended into a statistical investigation.

The things we spend time on reflect our values and beliefs.

How does what we spend time on reflect our values?

Suggested learning experiences

- Discuss the difference between a practice and a value, drawing out that a practice is what we do, and a value is what we believe is important or the best thing to do. Give students time to discuss these differences and reflect on what they think their values are.
- Explain that how we spend our time is often an indicator of what we value. However, sometimes we might value something but are prevented from doing it, or not value something but have to do it anyway. Support students to write statements that describe their routines and practices and explain what they show, for example: 'I spend a lot of time reading or drawing because having quiet time alone

Thinking about examples and non-examples can help students make generalisations to define concepts in social sciences.

Using students' personal experiences of groups as a source of information helps them to think conceptually about 'groups' and 'culture' in familiar contexts. This will help students understand that all groups have a particular culture – and deepen their understanding of the social sciences meaning of the word.

is important to me' or 'I wish I could spend more time playing with my friends, but I need to look after my little sister and family is very important to me'.

- **Extend** this activity by supporting students to create comparison graphs that show how they would spend their time if it was completely up to them, and explain the differences.

Practices can be different but have the same purpose.

What purposes do our practices have?

Suggested learning experiences

- Choose one practice that is familiar to all students and brainstorm what the purposes of that practice are. You could use 'four whys' or another method to explore the deeper purpose and values that underpin such practices. For example, a practice of sharing students' work at assemblies could have an underlying value of whanaungatanga as it helps members of the school community get to know each other and celebrate each others' achievements.
- Then ask students in groups to repeat the process with a different practice. Allow students time to share their four whys and see how the groups differed. Ask each group to write all the final whys on separate pieces of paper and order them from most important purpose to least important purpose. Ask one student to stay as a defender for their work, while the others roam the groups and ask questions about the other groups' ordering. Then groups can return and discuss what they talked about and make any changes to their order if they have changed their minds.

Our everyday practices reflect our culture.

How do the families in the videos spend their time?

Suggested learning experiences

- Discuss with students what culture means, and ensure they understand the meaning in social sciences of the shared characteristics of a group.
- Watch the first video and support students to identify some ways the family spends their time. You might like to use the categories they discussed in the first activity, however there may be practices that don't fit in those categories as well.
- Discuss as a class how the answers might be different if the Dad had been present in the video and explore how his missing view or perspective may affect their understanding of the family's practices.

This activity supports students to understand that one practice can have many values, and gives students a model for changing their opinion based on new information.

Teach students respectful ways to share their opinions and disagree with others by giving them sentence starters or model sentences, such as:

- In addition to that ...
- Have you thought about ... ?
- I'm wondering about ...
- I disagree with ... because ...

If students do not understand the social sciences meaning of 'culture', use some of the activities in the year 1–3 TSM to develop this understanding.

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.

Discussing who is missing in the videos will support students to identify how missing views impact the answers we can gain from a source.

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- Then watch the second video and find the similarities and differences between the ways the second family expresses their culture. Ensure that students understand that each family has a distinct culture and that there is no such thing as 'Muslim culture'.
 - **Extend** this activity by discussing with students that these are the visible aspects of their culture, but 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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Individuals and groups can have different perspectives on values.

What are values and what values do we each have?

Suggested learning experiences

- Discuss with students what a value is to generate a list of common values. You may like to use the school values, values from te ao Māori, whakataukī, the vision for young people from Te Mātaiaho, the values from the 2007 curriculum, values your Pacific learners bring with them or any others your students may be familiar with.
 - Ask groups to write each value on one sticky note, then give them a context, for example, 'school'. Ask them to rank the values from most valued to least valued. Then give them another context, for example, 'a rugby team', and ask them to do the same. Discuss with the class the similarities and differences between what is valued in each context and ask students to reflect on what these similarities and differences tell them about the overall values of each context. Then ask students to reflect on the values that are most important in their families using the sticky notes and share back if appropriate.
 - **Extend** this activity by providing the following provocation, 'inclusivity means something different in a school than on a rugby field', and ask students to debate whether they think this is true or false.
 - Encourage students to justify their opinions by:
 - sharing personal observations or experiences
 - giving statistics or providing supporting evidence from a trusted source
 - finding primary or secondary sources
 - sharing taonga tuku iho.
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This activity supports students to think conceptually, and to explore how concepts vary across contexts.

Teaching students specific ways to justify their opinions is a good way to support their understanding of what is quality evidence.



People's values are influenced by their faith.

What values do these families have?

Suggested learning experiences

- Ask students to read about the five pillars of Islam. Create an info sheet like this, [What are the five pillars of Islam? | twinkl](#), and watch this clip, [The five pillars of Islam explained | FTD Facts](#), and identify the values that underpin each pillar.
- Then rewatch the videos to see what values they notice and which ones reflect the pillars of Islam. For example, children in both videos talk about prayers and Ramadan.
- Students could create a Venn diagram that compares the values from each of the families in the videos. Discuss how Muslim communities have some common values and that each family will have some other values as well that might come from living in Aotearoa New Zealand, from their home country – if they or their parents were born elsewhere, from friends or other things they think are important.

Every family has their own special culture.

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

Suggested learning experiences

- Show students an image of the 'culture iceberg', which is easily found by an online search. As a class, discuss one of the aspects and ask students to share in pairs or threes what their family's practices are in relation to that aspect. For example, you might choose 'role in family', then students could practise asking questions to find out information by asking their group members who is in their family and the roles each family member has. Once each child has shared, they can compare their answers to find similarities and differences.
- Then discuss the different aspects shown and see if they can identify which ones they think are most important to their families.
- 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.
- **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.

In this activity students are making connections between the five pillars of Islam and the everyday practices the children discuss to help them see that religion or faith underpins some people's values and views.

This activity will help students understand the concept of culture in the social sciences – that it is not about their ethnic identity, but about the shared characteristics of a group; in this case the group they are thinking about is their family. 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. Oral interviews are a common social sciences technique.

Support students to do these effectively by:

- deciding what they want to find out from their family member
- crafting rich questions that cannot be answered by a simple 'yes' or 'no'
- practising asking these questions and either recording the interview, writing down the answers, or asking their family member to write them down.

Individual and groups of Muslims have some shared cultural practices and some that are informed by things like their ethnicity, country of origin, or other aspects.

What are some key ways that Muslims express their cultures in their everyday life?

Suggested learning experiences

- Read *All as One* by Susan Paris with Tahir Nawaz. Discuss the following:
 - Tahir says people from the mosque come from over 50 countries.
 - ▶ How many countries are represented by the people in your school community?
 - ▶ Are any of them the same as the ones named on page 27?
 - ▶ If possible, allow students time to share their stories about how they or their families came to live in the area.
 - What do the people in the story enjoy about going to the mosque?
 - Tahir says that a sense of unity is important because of this great diversity. How does the mosque strive for this sense of unity?
 - Tahir describes how the people at the mosque become family. How do people become family in your communities?
 - What practices are described in the story?
 - What values are described in the story? How do these reflect the pillars of Islam?
 - How are Maria and Sharmake similar and different to each other? What about the students in the class? Draw out that there are likely more similarities than differences.
- Students could write a response that shows how they think Muslims in Aotearoa New Zealand express their culture based on this reading and the videos.

Exploring other people's similarities and differences can help students think about other people's views and compare them to their own.



We have the power to improve people's lives.

How could we create a celebration that reflects the similar values of all of us while still respecting our differences?

Suggested learning experiences

- Use the previous activities as a hook to explore a social action the students could take.
- Ask students to review their descriptions of what a New Zealander is, and think again about whether the families in the videos and stories that they have viewed would see themselves in these descriptions. Discuss with the class how some groups don't always feel included, and ask them to think of ways we could celebrate the diversity of all students in the school community, while ensuring that everyone is reflected.
- In groups, ask students to fill in a POOCH (problem, options, outcomes, choice) or a similar graphic organiser to help them generate a range of ideas. Encourage them to explore perspectives by thinking about the impact of their idea on various groups.
- Once groups have decided on their idea, support them to develop the skills needed to carry it out, then reflect on its effectiveness.
- **Extend** this activity by asking students to survey different groups before settling on their idea to ensure it will be useful and wanted.

This activity takes students through the outcomes for analysing decisions and taking social action to:

- work with others to generate a range of ideas to solve a problem
- refer to actions others have taken, and the impact they have had, to help justify a social action plan
- evaluate the outcomes of the actions I have taken with others.

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

