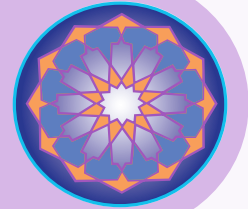


Teacher support materials: Understanding Muslim identity in Aotearoa Y9–10

This teacher support material (years 9–10) 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:

- [Rangatahi Well:](#)
 - Provides advice, resources and support for adults supporting secondary students. They have one section particularly for issues arising from the Christchurch terror attacks.
- [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 have been impacted by the movement of people. Significant events can change how groups perceive each other. We can challenge injustices and social norms by disrupting inaccurate perspectives of Muslim identity.

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

Other relevant reading:

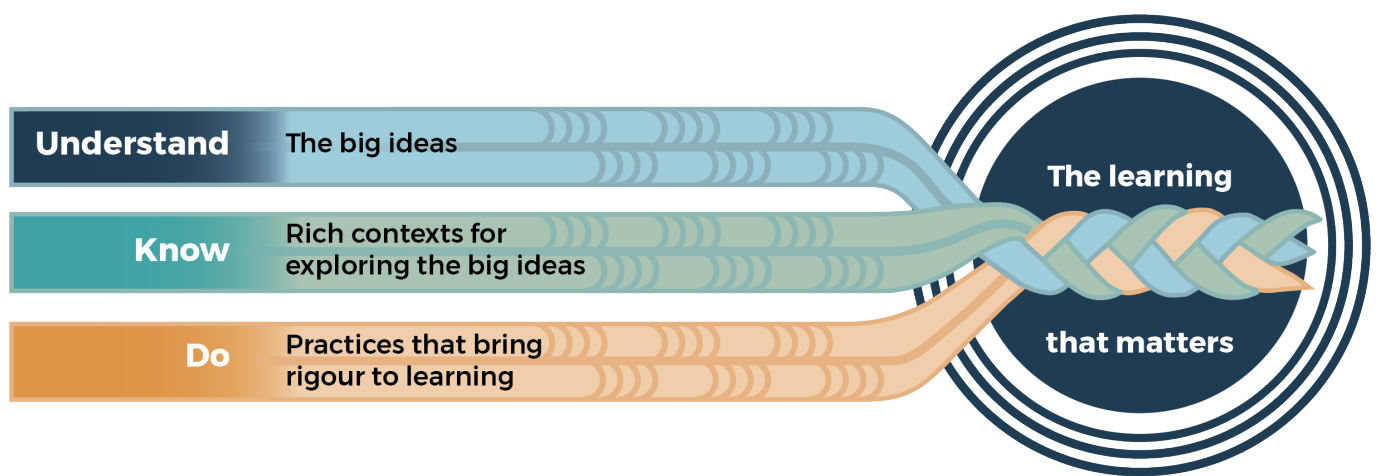
- [Life in New Zealand as a Muslim](#)

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](#)



Before starting this learning sequence

- Allow students time to discuss what they know about the Christchurch terror attack. This will be a very sensitive topic for some students, so care will need to be taken, particularly if you have students who were present or who know people who were present.
- Ensure that all students know the facts about what happened, that 'on 15 March 2019, Masjid an-Nur and the Linwood Islamic Centre in Christchurch were attacked by a right-wing terrorist while worshippers were at prayer. Fifty-one people were killed and another 40 people suffered gunshot injuries.'^{*}
- Read the teacher guide for links with guidance on how to navigate this topic safely.

^{*}Sourced from: Royal Commission of Inquiry into the Terrorist Attack on Christchurch Mosques on 15 March 2019. (2020). *What we heard from affected whānau, survivors and witnesses*.

Understand

Big ideas

E kore au e ngaro; he kākano i ruia mai i Rangiaātea.

Māori history is the foundational and continuous history of Aotearoa New Zealand.

'Ka whawhai tonu mātou mo te āke, āke, āke!' (Kiingi Tāwhiao)

Colonisation and settlement have been central to Aotearoa New Zealand's histories for the past 200 years.

'Kaua e uhia Te Tiriti o Waitangi ki te kara o Ingarangi. Engari me uhi anō ki tōu kahu Māori, ki te kahu o tēnei motu ake.' (Aperahama Taonui, 1840)

People's lived experiences have been shaped by the use and misuse of power.

E koekoe te tūi, e ketekete te kākā, e kūkū te kererū.

People hold different perspectives about the world depending on their values, traditions, and experiences.

Haumi e, hui e, tāiki e!

People participate in communities by acting on their beliefs and through the roles they hold.

Tuia i runga, tuia i raro, tuia i roto, tuia i waho, tuia te muka tāngata.

Interactions change societies and environments.

Know

Contexts

Ngā ahurea me te tuakiri kiritōpū | Culture and collective identity

Movement within and across borders impacts on people and places.

Interactions change people's culture and identity, communities, and countries. People contest ideas about identity as they challenge injustices and social norms.

Do

Practices

Te ui pātai whaihua hei ārahi tūhuratanga waitake | Asking rich questions to guide worthy investigations

Te whakaaro huatau | Thinking conceptually

Te tautohu uara me ngā tirohanga | Identifying values and perspectives

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

In this resource, consider:

Meaningful topic guidance:

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

There are both tangata whenua and tangata tiriti of Aotearoa who follow Islam. There is a growing Māori Muslim community in Aotearoa New Zealand who may have different experiences and stories than non-Muslim Māori with some underlying cultural similarities.

Muslim migrants come from a wide variety of countries. Muslim settlement in Aotearoa New Zealand has contributed to the diversity of our population.

Religious discrimination has resulted in exclusion, injustice and conflict with various religious groups over time. Individuals, groups, and organisations can act to improve the lives of people and communities.

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:

Significant events can change how groups perceive each other.

How have events impacted intolerance and discrimination in other countries?

Suggested learning experiences

Students often find it easier to explore difficult concepts from contexts outside of Aotearoa New Zealand.

- Choose a significant event that resulted in an increase in intolerance and discrimination. For example, Pauline Hanson's One Nation party in Australia, the Soweto uprising in South Africa or another relevant event.
- Provide students with information about that event.

Teacher guidance:

Rich questions

- How has the Christchurch terrorist attack changed how different groups perceive each other?
- How can we reduce intolerance and discrimination towards all communities?
- How can we ensure religious diversity is celebrated in Aotearoa New Zealand?

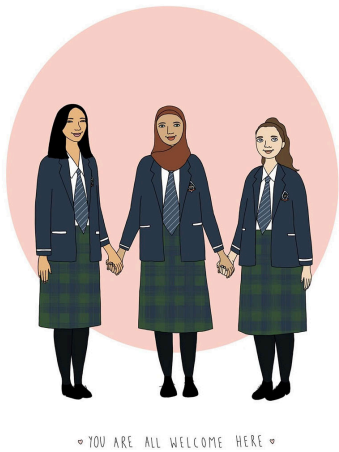
Ask students to complete a 'cause and effect' organiser to help order their thinking, showing what were some of the causes and effects of the Christchurch attack. Focus particularly on the things that groups or individuals did that made a positive impact to reduce intolerance or discrimination.

Significant events can change how groups perceive each other.

How did the Christchurch terrorist attack impact intolerance and discrimination in Aotearoa New Zealand?

Suggested learning experiences

- Display Ruby Jones's artwork for the Justice for Hoda campaign and discuss what it means, then ask students why they think this message is needed?



- Show students the two videos and discuss what the children say it's like being Muslim in Aotearoa New Zealand. Ask them to share any lived experience they have that is similar to the children from the videos, not limited to just religion, but sport, family life, etc.
- Give groups sections of this report, [Life in New Zealand as a Muslim](#), from the Christchurch Royal Commission. Ask them to identify the different life experiences described in their section both before and after the attack, then share these back with the class to create a full picture of what the whānau, survivors and witnesses described, and how they experience Islamophobia.
- Remind students of the overarching questions of this inquiry and support them to develop their own challenging or provocative questions that they can investigate.

Students need to have some knowledge in order to develop challenging or provocative questions to investigate. They will need support to ensure that their questions don't have an easy answer and focus on an aspect of this social issue they would like to take action on.

Diverse communities of Muslims experience power, inclusion and exclusion differently because of their intersectionality.

How do diverse communities of Muslims experience inclusion and exclusion?

Suggested learning experiences

- Share this definition and this analogy of intersectionality from Kimberlé Crenshaw:

'Intersectionality is a lens through which you can see where power comes and collides, where it interlocks and intersects. It's not simply that there's a race problem here, a gender problem here, and a class or [LGBTQIA+] problem there.'

'Consider an analogy to traffic in an intersection, coming and going in all four directions. Discrimination, like traffic through an intersection, may flow in one direction, and it may flow in another. If an accident happens in an intersection, it can be caused by cars travelling from any number of directions and, sometimes, from all of them.'
- Discuss with students the concept of intersectionality and ask students to work in groups to identify all the different aspects that may be factors in people's experiences of exclusion, for example, gender, religion, sexuality, age. Remind them of the experiences they read about in the Royal Commission report and ensure they have included any aspects described there.
- Rewatch the videos, and create profiles for each of the children showing the different groups they belong to and how that has affected their experiences.
- Allow students to choose one of the following to watch and share back how they think intersectionality has impacted the people in these videos:
 - [People assume I'm not confident because I wear a hijab. Here's why that's wrong](#) – wearing a hijab, Muslims in writing
 - [I'm a primary school teacher who wears a hijab. The kids understand](#) – black Muslim women in media
 - [Finding out how my Muslim faith views periods](#) – Muslim faith and periods/hijab
 - [A Muslim journalist on the mental health impact of reporting Islamophobia](#) – mental health impacts of Islamophobia
 - [Rediscovering Aotearoa: Aroha | Love](#) – Ngāi Tahu/Pakistani couple from Christchurch
 - [CUSTOMS: A LOVE STORY | Mohamed Hassan](#) – racial profiling. Please note this video includes media coverage of the mosque attacks.
- Then ask students to make connections to show how being Muslim interacts with different aspects of people's identity to affect their experiences of inclusion or exclusion. Have them note the aspects of their identities that are similar to those in the videos.

In this activity, students are exploring the concepts of intersectionality, inclusion and exclusion through a selection of case studies that will enable them to develop their own generalisations.

It will be important to emphasise that some of these concepts are contested and will be experienced differently by different people, even within the same group.

Support students to understand that a nuanced understanding of identity and individuals helps reduce a 'them and us' mindset and can enhance everyone's sense of belonging.

The way people perceive diversity can be enriching or challenging for groups and individuals.

How do different groups' values and perspectives influence Islamophobia?

Suggested learning experiences

- Depending on your class, choose one or both of the following to watch:
 - [The Muslim on an Airplane](#) | Amal Kassir.
 - [Poetry for Peace](#) | Amina Iro and Hannah Halpern.
- Ask students to read this article:
 - [Islamophobia after Christchurch terror attacks quadrupled](#) – Australian report |RNZ, or
 - [Australian report finds an increase in Islamophobia following the Christchurch Terror Attack](#) | NZ Herald.
- Then rewatch the video from 4:10 where Hamza and Nurah talk about discrimination.
- Allow time for students to discuss their responses to these pieces. They may choose to share instances they have witnessed or experienced discrimination, or instances they are aware of.
- Ask students in small groups to make a T chart showing the challenges and benefits of diversity. Encourage them to consider specific examples from the video, article and poems as well as any perspectives that are missing that they think are important to consider. Then ask them to choose one of the challenges and explore the values and perspectives of people who might find this aspect a challenge and what may have influenced the development of their values and perceptions.
- Support students to understand that a challenge for an individual or group may be a benefit for a different individual or group because of their values and perspectives.



This activity supports students in developing the ability to explore values and perspectives by thinking about how values and perspectives affect people's perceptions.

There are many different ways that groups in Aotearoa New Zealand can act to improve the lives of others.

How is the Christchurch Call working to eliminate terrorist and violent extremism online?

Suggested learning experiences

- Discuss with students what makes an effective social action, using the Do social inquiry practices as a guideline.
- I can collaborate with others to make informed decisions and create alternative solutions for social issues, drawing on multiple perspectives to ensure solutions are ethical, just, and inclusive.

Allow students time to browse the [Christchurch Call](#) website, asking them to take notes on whether they think this is an example of a good social action. For example, they might explore how various groups are included in this solution, the short- and long-term impacts of the solution on different groups, what information was used to inform the solution, etc.

We can use our power and resources to take action in ways that improve the lives of others.

How might we take action to reduce discrimination towards diverse Muslim communities?

Suggested learning experiences

- Ask students to choose one of the challenges they discussed in previous activities and write a proposal explaining why they think it is a worthwhile problem to take action on. In their proposal, ensure they are providing evidence from the sources they have used throughout these activities to show the impact on people and how this problem has changed over time.
- Once they have chosen a suitable problem, in groups they can generate a wide range of ideas and innovative solutions for how the problem could be addressed. Students should research how other communities may have engaged with this problem before deciding on an appropriate action.
- Allow students time to carry out their action and reflect on its impact.

This activity helps students unpack the process of planning a good social action, by exploring the elements needed and evaluating an existing social action to see how it meets those elements. Remind students of these elements when they are designing their own actions.

This activity develops students' ability to take social action, using evidence gained from their learning that includes a variety of groups' values and perspectives.

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