ChangeAgents Resource
for teachers bringing students to Wellington
An overview of the ChangeAgents resource

Citizenship education involves students developing the dispositions, knowledge, and skills they need to play an active role in their communities and effect change in society.

The resource covers:
- why Wellington is an ideal place for exploring citizenship
- how national institutions both change and are changed by society
- how students can form personal connections with institutions
- how you can use themes and concepts to connect students to citizenship
- how to craft questions for effective social inquiry.

The resource includes:

- 2 x EXAMPLE SOCIAL INQUIRIES
- 1 x PLANNING TEMPLATE FOR YOUR OWN SOCIAL INQUIRIES
- Activities TO USE BEFORE, DURING, AND AFTER YOUR TRIP TO WELLINGTON

This resource supports teachers who are designing learning experiences that develop citizenship. By bringing students to Wellington, teachers can use visits to the capital’s unique institutions to help develop student’s conceptual understandings associated with active participation and change.
Why is Wellington ideal for exploring citizenship?

Compact and easily navigated, Wellington has a reputation for being the ‘coolest little capital in the world’. With a high concentration of unique places to visit, it’s also a great place to explore citizenship.

As the capital city of New Zealand, Wellington is home to a wealth of nationally significant institutions. These are places that help to shape, define, and support our culture and society. They play many roles, such as commemoration, preservation, governance, and shaping our laws and processes. They belong to all New Zealanders.

Institutions for exploring citizenship during a visit to Wellington include:

- Archives New Zealand
- Government House
- Museum of Wellington City & Sea
- National Library of New Zealand
- New Zealand Portrait Gallery
- Parliament
- Ngā Taonga Sound and Vision
- Pukeahu National War Memorial Park
- Reserve Bank Museum
- The Supreme Court
- Museum of New Zealand Te Papa Tongarewa
- The Great War Exhibition
- The Holocaust Centre of New Zealand

Information about visiting each site can be found on www.WellingtonNZ.com/schools, or on the institution’s own website.

These institutions provide excellent learning opportunities in their own right, and this resource is not intended to be a substitute for these. The focus of this resource is to connect and deepen student learning from visits to two or more of Wellington’s unique places by taking a concept-led and critical thinking approach to explore how these institutions work together to shape, support, and define New Zealand society.

Through this, your students can discover their personal connection to Wellington’s nationally significant institutions, as well as the connections between these places.
How national institutions both change and are changed by society

National institutions can support people to create change in New Zealand society. As a result, these institutions often reflect current views, values, and perspectives. For example, Parliament is accessible to the public because Members of Parliament are accountable to the people they were elected to represent.

National institutions themselves change over time because their purpose and approach need to reflect current ways of thinking and doing. For example, the Colonial Museum became the Dominion Museum. The Dominion Museum itself evolved into the Museum of New Zealand Te Papa Tongarewa, our national museum which prides itself on being bicultural and strives to represent New Zealand’s diverse community.

When exploring institutions of national significance, encourage students to ask:

- Why do these institutions exist?
- What do these institutions tell me about how and why change happens in New Zealand society?
- How do these institutions reflect diversity?
- Can all New Zealanders benefit from, participate in, and contribute to these institutions?
- How do these institutions point towards a sustainable and peaceful future?
- How are these institutions agents of change?

How students can form personal connections with institutions

When visiting institutions of national significance, some students will feel a connection to them more readily than others. The value of a trip to Wellington comes from increasing the connection each student feels, regardless of their starting position. You can achieve this by helping students understand that these places belong to all New Zealanders, and that ultimately we can all play a role in shaping them, as they play a role in shaping us.
How you can use themes & concepts to connect students to citizenship

When students use concepts such as commemoration, social change, and national significance in discussion or in their writing, they are expressing their conceptual understanding.

Exploring, connecting, and revisiting concepts helps students deepen their understanding.

For more information see the ‘Approaches to Building Conceptual Understandings’ booklet.

A range of citizenship concepts that students could explore during a visit to Wellington are laid out in the table on page 5. A strong citizenship focus would include at least one concept from each group in the table. Select a range of concepts as the focus for learning before, during, and after a visit to Wellington.

The concepts in the “Place”, “Our identities”, and “Taking action” columns of the table relate to how we describe the world and ourselves. The concepts in the “How we think” row of the table shape how we come to understand the world.

The placement of concepts in the table is flexible and many of them could sit equally well within more than one column. This is particularly true of Māori concepts: for example, both “place” and “identity” are intrinsic to the concept of whakapapa. You and your students can also suggest other concepts that are relevant to the focus of your visit to Wellington.

Share the chosen concepts with the students at the start of the learning cycle and refer to them throughout. Focusing on the same concepts when you visit more than one institution allows students to both reinforce and expand their conceptual understanding. It also exposes them to multiple perspectives.

A concept-based approach also helps students understand the connections between institutions, with the concepts forming a natural bridge between them. For example, the concept of taonga links together the New Zealand Portrait Gallery and Archives New Zealand.

The two example social inquiries included in this resource show how learning can be structured around key concepts.
Please note: The **Citizenship themes and concepts table** is colour coded to help identify these concepts in the examples seen on pages 8-15.

<table>
<thead>
<tr>
<th>Place</th>
<th>Our Identities</th>
<th>Taking Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital</td>
<td>Values</td>
<td>Challenge</td>
</tr>
<tr>
<td>Institutions</td>
<td>Commemoration</td>
<td>Social change</td>
</tr>
<tr>
<td>Belonging</td>
<td>Heritage</td>
<td>Active citizenship</td>
</tr>
<tr>
<td>Change</td>
<td>Mana whenua</td>
<td>Decision-making</td>
</tr>
<tr>
<td>Community</td>
<td>Memories and stories</td>
<td>Making a difference</td>
</tr>
<tr>
<td>Function and purpose</td>
<td>Social cohesion</td>
<td>Participation</td>
</tr>
<tr>
<td>(of institutions)</td>
<td>Taonga</td>
<td>Responses</td>
</tr>
<tr>
<td>National significance</td>
<td>Whakapapa</td>
<td>Whakahaere</td>
</tr>
<tr>
<td>Sites of memory</td>
<td>Whanaungatanga</td>
<td>Kaitiakitanga</td>
</tr>
<tr>
<td>Taonga</td>
<td>Personal significance</td>
<td>Rangatiratanga</td>
</tr>
<tr>
<td>Tapu/noa</td>
<td>Remembering the past</td>
<td>Manaakitanga</td>
</tr>
<tr>
<td>Democracy</td>
<td>Inclusion</td>
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<tr>
<td>Whenua</td>
<td>Diversity</td>
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<tr>
<td>Wahi</td>
<td>Culture</td>
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<tr>
<td>Turangawaewae</td>
<td>Celebration</td>
<td></td>
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<td></td>
<td>Representation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Connection</td>
<td></td>
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</tbody>
</table>

How we think

Questioning, critical reflection, debate, historical thinking, interpretation, exploring social issues, understanding viewpoints, values and perspectives, noticing.
How to craft questions for effective social inquiry

Most teachers are familiar with the nature and purpose of a social inquiry, and the ways that it differs from a generic inquiry: in particular, its emphasis on understanding social issues and how society works, the exploration and analysis of values and perspectives, and its end goal of students participating more effectively as active democratic citizens.

The key to moving students beyond the acquisition of knowledge about how society works towards their own active participation in society are the questions that underpin their inquiries.

**When establishing/co-constructing social inquiry questions, consider:**

- Which views and values might students need to explore to answer this question?
- How will exploring this question encourage students to make changes in the communities or society to which they belong?

Crafting social-inquiry questions carefully can “activate” student thinking to facilitate deeper knowledge and citizenship outcomes for social studies learning.

🔗 For more information about establishing rich social inquiry questions see: ‘What is a Social Inquiry? Crafting questions that lead to deeper knowledge about society and citizenship’.
Two example social inquiries and a planning template for your own social inquiries

The examples relate to the following aspects of social inquiry:

- finding out information
- exploring values and perspectives
- considering decisions and responses
- so what?
- now what?

Students’ reflection on the learning process and the understanding gained will enable them to consider their next learning steps.

The suggested activities in the examples can be found in the Activities section of this resource. Note that the institutions used in the examples are only suggestions and could be substituted with a range of other places.

The examples relate to themes of particular importance in 2015:

- The 100th anniversary of the ANZAC landing at Gallipoli
- The 150th anniversary of Wellington as the capital city

You may like to explore a completely different theme, set of institutions, or group of concepts. The Activities section also contains additional activities not used in the examples. You can adapt the examples or download a blank version of the planning template to prepare your own:

Download the planning template

When planning your inquiry, choose concepts that align with achievement objectives from the New Zealand Curriculum, and the conceptual understandings that you have derived from these objectives.

Remember to contact educators at the places you would like to visit to discuss learning opportunities and to make a booking. You can find information about Wellington institutions and view suggested itineraries at WellingtonNZ.com/schools.
EXAMPLE 01

The 100th anniversary of the ANZAC landing at Gallipoli

This example provides a suggested itinerary. Different itineraries will suit different groups with different visit durations and learning needs.

Please visit WellingtonNZ.com/schools to find out more about the range of sites and activities for schools that the capital has to offer.

See: ‘Historical significance and sites of memory’ by Michael Harcourt, Gregor Fountain, and Mark Sheehan for more information on ways to use memorials and heritage sites to develop historical thinking.

Please note:

Some institutions do not allow students to carry belongings such as pens, paper, or cell phones during a visit. This means that not all of the activities suggested in this resource can be completed during a visit to some of Wellington’s nationally significant institutions. They could, however, be completed soon after the visit.

Download a Word version of this Social Inquiry Plan

Please contact educators from each institution on your itinerary if you need more information about planning your visit.
ACHIEVEMENT OBJECTIVES
Understand how people remember and record the past in different ways (level 3).
Understand how people pass on and sustain culture and heritage for different reasons, and that this has consequences for people (level 4).

KEY CONCEPTUAL UNDERSTANDING
The commemoration of the First World War is an opportunity to explore present-day beliefs and attitudes toward conflict.
Wellington’s national institutions support us to change our communities and society for the better.

PLACES VISITED IN THIS EXEMPLAR
• Pukeahu National War Memorial Park
• Museum of New Zealand Te Papa Tongarewa
• The Great War Exhibition

If you are in Wellington for a city camp, you may wish to visit more institutions across a number of days.

LEARNING PROGRESSION
BEFORE THE VISIT:
The students begin by discussing why we commemorate events such as the First World War, for example:
• to pay respect to people
• to remember events or ideas that created change so that we can understand the present
• to learn from the past so that we can build a more peaceful or sustainable future.

The class is presented with a range of responses to the First World War (told in the first person) that help students to understand different viewpoints. For example, someone who:
• signed up early on in the war and came home wounded
• a person who didn’t want to fight for the British because of the confiscation of their land during the New Zealand wars
• a father who was conscripted in 1916
• a nurse
• a mother whose husband and son have died in the conflict
• a pacifist who goes to war as a stretcher-bearer.

HOW THE LEARNING CONNECTS TO SOCIAL INQUIRY
Establishing the focus for learning
Exploring values and perspectives

The focus concepts can be found in the Citizenship themes and concepts table.
Have the students identify the **viewpoint** (what they believe) and **values** (why they believe this) of each person. How did this influence their **responses** to the First World War?

The class visits their local war memorial and makes sketches/takes notes on who is **represented** at this **memory site** and who is not. For example, does the memorial list everyone who served or just those who died? Are any women commemorated? Are people of rank identified or are only names provided?

The students discuss what messages, if any, the memorial gives about conflict, representation, and memory sites. In pairs, students complete **Activity 4: Concept arrow** using two of these concepts.

As a group, students complete **Activity 2: Concept wall**. In this activity, the students create a hierarchy of concepts based on their relevance to topic of **commemoration** of the First World War. Possible concepts include: remembering, recording, heritage, conflict, memory, peace, rights, conformity, social pressure, power, identity, pride, sorrow, representation.

The students compare their concept walls and discuss how concept walls reflect their own differing **viewpoints and values**.

**DURING THE VISIT:**

During the trip, students visit three **memory sites** that **commemorate** the First World War.

Students complete **Activity 8: Critical reflection spiral**. In this activity, students notice what is present and not present, and consider the concept of **representation**.

The students **consider the views and values represented** through the commemoration. For example:

- Does it value ordinary people or people who are powerful?
- Does it present the realities of war or does it make war seem glorious?
- Does it commemorate a range of people who were impacted by the war or only people who fought and/or died?
- Does it explore the long-term impact of the war on the lives of individuals and/or families?
- Does it seek to evoke a sense of pride, identity, tolerance, horror, or admiration with regard to war?

Students work in groups to complete **Activity 9: Past, present, future**. In this activity, students compare how the **commemoration** of the First World War at two institutions is connected to the past, present, and possible future change.
AFTER THE VISIT:

Students work in groups to discuss whether each institution:

• responds to challenges or issues about commemoration
• helps us explore different viewpoints and values
• asks us to respond, get involved or connected
• helps or encourages us to have conversations about the role of memory sites in the past, present, and future.

Pairs of students are each given one letter from the SCAMPER activity for commemoration (see below) and asked to present their responses to the class.

Students present a case for why the First World War should or should not be commemorated in 50 (or 100) years.

The students consider a situation in which a difficult discussion with friends or family about conflict commemoration could occur, and plan their responses.

• What would they say about commemoration?
• How could they share their views respectfully and in a balanced way?
• How could they leave room for others to share their views?
• Are there any situations where they would choose not to speak? Why?

EXEMPLAR SCAMPER ACTIVITY FOR THE CONCEPT OF COMMEMORATION

<table>
<thead>
<tr>
<th>Questions</th>
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<tbody>
<tr>
<td><strong>Substitute</strong></td>
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<tr>
<td><strong>Combine</strong></td>
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<tr>
<td><strong>Adapt</strong></td>
</tr>
</tbody>
</table>
| **Modify** | Discuss the multimedia components you could add to your local memorial to:
  • make people feel an emotional connection with the past
  • feel relevant to or make us think differently about the present
  • encourage us to make wise choices for the future. |
| **Put to use** | What might a conflict commemoration look or sound like if part of its purpose was to encourage people to go to war? |
| **Eliminate** | Discuss the possible impact of not commemorating war in any way. Would it matter? Why or why not? |
| **Rearrange** | Discuss why we often commemorate sad events rather than peace. Discuss how we could commemorate people and events that have created fairer or more peaceful societies. What impact might this have? |
EXAMPLE 02

Wellington as the capital city

This example reflects a possible itinerary. Different itineraries will suit different groups with different visit durations and learning needs.

Please visit WellingtonNZ.com/schools to find out more about the range of sites and activities for schools that the capital has to offer.

See: ‘Historical significance and sites of memory’ by Michael Harcourt, Gregor Fountain, and Mark Sheehan for more information on ways to use memorials and heritage sites to develop historical thinking.

Please note:

Please note that some institutions do not allow students to carry belongings such as pens, paper, or cell phones during a visit. This means that not all of the activities suggested in this resource can be completed during a visit to some of Wellington’s nationally significant institutions. They could, however, be completed soon after the visit.

DOWNLOAD A WORD VERSION OF THIS SOCIAL INQUIRY PLAN

Please contact educators from each institution on your itinerary if you need more information about planning your visit.
ACHIEVEMENT OBJECTIVES
Understand how formal and informal groups make decisions that impact on communities (level 4).

KEY CONCEPTUAL UNDERSTANDING

As a capital city, Wellington is a site of national decision-making and reflects our national heritage, values, and identities. Wellington's national institutions support us to change our communities and society for the better.

FOCUS CONCEPTS

- Capital
- Democracy
- Representation
- Decision-making
- Critical reflection

PLACES VISITED IN THIS EXEMPLAR

- Museum of Wellington City & Sea
- Parliament
- Reserve Bank Museum

If you are in Wellington for a city camp, you may wish to visit more institutions across a number of days.

LEARNING PROGRESSION

BEFORE THE VISIT:

In pairs, students discuss what a capital city is and why countries have them. Explain that not all capital cities are the same. Have students share their ideas with the class and co-construct a variety of definitions of a capital city. Students explore how Wellington became the capital city of New Zealand by investigating:

- Who decided that Wellington would be the capital, and why?
- How did different groups react at the time, and why?
- What impacts did this decision have? (This could include economic impacts, such as job opportunities; social impacts, such as changes to the population or changes to people's perceptions of Wellington and Auckland; or environmental impacts, such as changes made to Wellington to reflect its status.)

Students gather information that they can use to complete an adapted version of Activity 5: Concept picture. In this activity, the focus concept is democracy. The students draw what democracy looks like in their own lives and for New Zealand.

Have students research the institutions they will be visiting. Ask them to identify what the purpose of each institution is: for example, what happens there and what role does it play within Wellington as capital city and/or New Zealand? Ask students to predict what they will see at each place, discuss in a pair, and then share with the class.
Students complete **Activity 1: Concept map**. In this activity, students are given pictures of the institutions they will visit (Museum of Wellington City & Sea, Parliament, and The Reserve Bank) in this example. They then use images and their own statements on arrows to show their initial understandings of how the three institutions are connected to the concepts of **decision-making**, **representation**, and **democracy**.

**DURING THE VISIT:**

During the trip, students visit three institutions that connect to decision-making, representation, and democracy.

The students visit the Museum of Wellington City & Sea to explore the history of Wellington, including its development into the **capital** city of New Zealand.

Students are given the following questions to think about at other institutions:

- Why is this institution important to Wellington and/or to New Zealand? What function does it serve? How does it relate to **democracy**?
- What **decisions** are made here and how are they made?
- How are different people, groups, cultures, genders, and ages **represented** in the institution?

Working individually or in pairs, students use **Activity 6: Critical assessment table** to evaluate each institution they visited.

**AFTER THE VISIT:**

Discuss with the class that national institutions need to change over time so that their purpose and approach reflect current ways of thinking and doing. Ask the students to identify ways that the institutions they have visited have changed over time, and why they have changed.

In groups, students complete **Activity 9: Past, present, future**, and then **Activity 10: Future perspectives**.

In the following activity, students consider their own responses to Wellington's nationally significant institutions. Using a large piece of paper for each institution, co-construct bullet points with the students that describe the key function(s) of each institution. Beneath these bullet points, add a starter sentence such as:

- To **represent** all New Zealanders, this institution...
- To be relevant to the future, this institution...
- To help young people feel connected to this institution, this institution...
- To involve people in **decision-making**, this institution...
- To support people to **think critically**, this institution...
Students complete the sentence using stickies that begin with one of these stems:

- Must...
- Should...
- Can...
- Should not...
- Must not...

The students add their stickies to the large piece of paper (sorted by the stem they have used) and then discuss which ideas they think are most important or valuable for the institution involved to consider.

Students can then find a creative way to communicate their ideas to one of institutions they visited.

Students repeat Activity 1: Concept map and then compare their post-visit map with the one they created before the trip. This time, have the students use all the key concepts for this learning sequence: **capital**, **democracy**, **representation**, **decision-making**, and **critical reflection**.

Have students share one or two key things that they learned from the trip and associated learning experiences.
Activities and resources to use before, during, and after your trip.

Use the **Citizenship themes and concepts table** on page 5, to select the concepts that will serve as the focus for learning before, during, and after the visit. A strong citizenship focus would include at least one concept from each group in the table.

Share the chosen concepts with the students at the start of the learning cycle and refer to them throughout. Focusing on the same concepts when you visit more than one institution allows students to both reinforce and expand their conceptual understanding. It also exposes them to multiple perspectives.

All the activities benefit from being adapted for repeated use across the learning cycle, so that students’ conceptual understanding is reinforced and extended. Many of the activities can be completed individually or in groups.

While some of these activities can be completed during a visit, please check with the educator at each institution about what is permissible.

### Activities for ChangeAgents

<table>
<thead>
<tr>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept map</td>
<td>Concept wall</td>
<td>Concept definition chart</td>
<td>Concept arrow</td>
<td>Concept picture</td>
</tr>
<tr>
<td>06</td>
<td>07</td>
<td>08</td>
<td>09</td>
<td>10</td>
</tr>
<tr>
<td>Critical assessment table</td>
<td>SCAMPER</td>
<td>Critical reflection spiral</td>
<td>Past, present, future</td>
<td>Future perspectives</td>
</tr>
</tbody>
</table>

This page suggests 10 activities that you could use with your students before, during, and after your trip to Wellington. They emphasise concept-led (activities 1-5), critical and creative thinking (activities 6-10) approaches that encourage students to make connections between the institutions they visit, and to their own lives.
In your group, make as many connections as you can between images of the places you are visiting, or have visited, during your trip to Wellington.

Using the important concepts your teacher has shared with you, write statements on arrows between the images to show how the institutions are connected. You could consider how they:

- are connected to you and others
- are connected to where you come from (for example, through people, buildings, organisations, events)
- are connected to each other
- are connected to the people of New Zealand
- help us to think differently about specific events, such as Wellington's 150-year anniversary
- are important or significant for New Zealanders
- help you and others to change New Zealand society for the better

TEACHER NOTES
This activity is best completed in stages before and after a trip to the institutions.

**Before your trip to Wellington** – Share the important concepts you'll be focusing on in the students' learning experiences. Provide each group with images of the institutions they'll visit, large sheets of paper, and marker pens. Ask the students to work in small groups.

**After your trip to Wellington** – Ask each group to add to their concept map with what they know now in relation to the bullet-points above. Ask each group to use a different-coloured marker pen to show what they've learnt and add it to their concept map. Then ask groups to share and discuss their concept maps.

*For further explanation of this activity see:*
www.ssol.tki.org.nz – Approaches to building conceptual understandings booklet

RESOURCES
- Images of the institutions you wish to focus on
- Large sheets of paper
- List of important concepts from the Citizenship themes and concepts table

DOWNLOAD HERE.
ACTIVITY 02 Concept wall

Your teacher will give your group a set of nine concepts connected to one institution. Sort the concepts from most relevant (at the top of the wall) to less relevant (at the bottom) to this institution.

Your hierarchy could look like the wall below. As you work, discuss why you are placing the concepts where you have. Use arrows and sentences to show connections between concepts or levels of concepts.

Once your group has finished, share your rankings with another group and consider:

- Which concepts do both groups think are more relevant?
- Which concepts do both groups think are less relevant?
- Which concepts are placed in quite different positions?

Repeat this same exercise with another institution(s). Compare the concept walls to find a pattern. Which concepts seem to connect Wellington’s national Institutions most strongly?

TEACHER NOTES
The focus of this activity is the concepts that connect institutions. Select nine concepts from the Citizenship themes and concepts table that are strongly related to the achievement objective and focus for learning.

💡 You may need to do some literacy work around individual concepts first. For ideas, visit:
- www.literacyonline.tki.org.nz
- www.ssol.tki.org.nz – Approaches to building conceptual understandings booklet

RESOURCES
- List of important concepts from the Citizenship themes and concepts table
- Large sheets of A3

DOWNLOAD HERE.
Complete the chart below. Include as many ideas from your group as you can.

Examples in Wellington...  

Make a difference to people by...

Are important to us and others because...  

Are changed by...

Nationally significant institutions

TEACHER NOTES
You can use this CD chart flexibly by substituting another concept from the Citizenship themes and concepts table in the centre and altering the statement stems.

For further explanation of this activity see:
www.ssol.tki.org.nz – Approaches to building conceptual understandings booklet

RESOURCES
A copy of the diagram for each group of students.
DOWNLOAD HERE.
Your teacher will give your group two concepts. In your group you must decide how the two concepts are connected to each other.

1. Write a concept into each end of the arrow and your statement that describes the connection inside the arrow.

2. Add a sentence that describes how these concepts are connected to a place you are visiting, or have visited.

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**TEACHER NOTES**

Vary this activity by having students select two important concepts, or by gradually extending the number of arrows (building up to a concept map).

*For further explanation of this activity see:*

www.ssol.tki.org.nz - Approaches to building conceptual understandings booklet

**RESOURCES**

- List of important concepts from the Citizenship themes and concepts table
- Template for each group.

DOWNLOAD HERE.
Your teacher will give you a concept. **Draw two pictures** that show how this concept is connected to the institutions you visit.

Include words or speech bubbles in your pictures if you like. Under each image, **write a short description of the picture**.
The table below has six questions. From your own point of view, decide how well each place you visit does and give them a ranking from 0 to 3. Write a reason for your score.

### Ranking

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>This place does this very well</td>
</tr>
<tr>
<td>2</td>
<td>This place does this okay</td>
</tr>
<tr>
<td>1</td>
<td>This place does this a little bit</td>
</tr>
<tr>
<td>0</td>
<td>This place doesn’t do this</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does the institution...</th>
<th>Place 1</th>
<th>Place 2</th>
<th>Place 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass on the heritage of Wellington and New Zealand?</td>
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<tr>
<td>Encourage you to keep an open mind?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourage you to ask questions?</td>
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<tr>
<td>Encourage you to think from different points of view?</td>
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<td></td>
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<tr>
<td>Represent you, groups you belong to, or your community?</td>
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<td></td>
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<tr>
<td>Represent different people, groups, ages, genders, and cultures?</td>
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<tr>
<td>Allow your input into decision-making?</td>
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</tbody>
</table>

**TEACHER NOTES**

These questions are good discussion starters for students. By sharing their responses students can understand how people develop different levels of connectedness with our national institutions. Use the opportunity to highlight the concepts that are implicit in the questions: heritage, critical reflection, representation, connectedness, or decision-making.

**RESOURCES**

A copy of this template for each student. 
[DOWNLOAD HERE.](#)
Your teacher will give you some creative thinking questions for each of the SCAMPER rows below. **Discuss each question in your group** and **record your ideas in the table**. Be creative!

Creative thinking questions about (key concept)...

<table>
<thead>
<tr>
<th></th>
<th>Our ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substitute</td>
<td></td>
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<tr>
<td>Rearrange</td>
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**TEACHER NOTES**
The questions for this activity should be adapted with the particular institution, exhibition, or connecting theme in mind. Focus the questions on a particular concept(s). An example, focused on the concept of commemoration, is included in Social Inquiry example one: The 100th anniversary of the ANZAC landing of Gallipoli.

**RESOURCES**
A copy of the SCAMPER for each group or student.

DOWNLOAD HERE.
This activity focuses on the concepts of **noticing** and **representation** - what the institutions chose to share, who is/is not represented, and how institutions share ideas. Pick two institutions that you visited. For each place you visit, record your answers in the appropriate parts of the spiral.

**Compare your critical reflection spirals with other peoples.** Write a sentence or sentences that sum up your spirals and include the concept of representation.

**TEACHER NOTES**
This activity asks students to notice what is and is not present at an institution or site. The key idea is that the representation of people, places, and events is inevitably partial. Please note that it may not be appropriate at some institutions to make notes during the visit. Vary the activity by focusing on a different concept and changing the question prompts.

**RESOURCES**
A copy of the diagram for each student.
DOWNLOAD HERE.
In your group, discuss how the institutions you are visiting are able to help change society. Use the questions in the table to help with your discussion. Record your ideas in each box.

<table>
<thead>
<tr>
<th>Place 1</th>
<th>Place 2</th>
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<tbody>
<tr>
<td><strong>Past</strong></td>
<td></td>
</tr>
<tr>
<td>How does this institution connect to the past?</td>
<td></td>
</tr>
<tr>
<td><strong>Present</strong></td>
<td></td>
</tr>
<tr>
<td>How does this institution connect to present-day challenges, dilemmas, and</td>
<td></td>
</tr>
<tr>
<td><strong>Future</strong></td>
<td></td>
</tr>
<tr>
<td>How does this institution connect to the future?</td>
<td></td>
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</table>

**TEACHER NOTES**
You may need to go over what each term means: challenge, dilemma, and debate, providing students with some examples so that they know what to look for.

To extend students' conceptual understanding, encourage them to apply concepts from the Citizenship themes and concepts table.

**RESOURCES**
A copy of this table for each group.
DOWNLOAD HERE.
**ACTIVITY 10**

**Future perspectives**

Discuss each question in the diagram in your group. Record your ideas next to each segment of the diagram. Do this for two of the places you visited.

- How might this institution be or look different in the future?
- How might people change this institution?
- How might this institution change the way people think or act?

Once you have compared the diagram for two places, look back at your responses. Of the two institutions you chose, which one do you think has a bigger influence on the way people think or act? Why do you think this is?

**TEACHER NOTES**
This activity can be completed during and after a visit to the institutions. It can be completed individually or in groups.

**RESOURCES**
A copy of the diagram for each student. [DOWNLOAD HERE.](#)
Student Resources

The following Activity Sheets are for student use:

01 Concept map
02 Concept wall
03 Concept definition chart
04 Concept arrow
05 Concept picture
06 Critical assessment table
07 SCAMPER
08 Critical reflection spiral
09 Past, present, future
10 Future perspectives

CLICK on the above to go directly to the resources
ACTIVITY

01 Concept map

In your group, make as many connections as you can between images of the places you are visiting, or have visited, during your trip to Wellington.

Using the important concepts your teacher has shared with you, write statements on arrows between the images to show how the institutions are connected. You could consider how they:

• are connected to you and others
• are connected to where you come from (for example, through people, buildings, organisations, events)
• are connected to each other
• are connected to the people of New Zealand
• help us to think differently about specific events, such as Wellington's 150-year anniversary
• are important or significant for New Zealanders
• help you and others to change New Zealand society for the better
ACTIVITY
02
Concept wall

Your teacher will give your group a set of nine concepts connected to one institution. Sort the concepts from most relevant (at the top of the wall) to less relevant (at the bottom) to this institution.

Your hierarchy could look like the wall below. As you work, discuss why you are placing the concepts where you have. Use arrows and sentences to show connections between concepts or levels of concepts.

Once your group has finished, share your rankings with another group and consider:
- Which concepts do both groups think are more relevant?
- Which concepts do both groups think are less relevant?
- Which concepts are placed in quite different positions?

Repeat this same exercise with another institution(s). Compare the concept walls to find a pattern. Which concepts seem to connect Wellington’s national Institutions most strongly?
Complete the chart below. Include as many ideas from your group as you can.

Examples in Wellington...

Make a difference to people by...

Are important to us and others because...

Are changed by...

Nationally significant institutions
Your teacher will give your group two concepts. In your group you must decide how the two concepts are connected to each other.

1. Write a concept into each end of the arrow and your statement that describes the connection inside the arrow.

2. Add a sentence that describes how these concepts are connected to a place you are visiting, or have visited.
Your teacher will give you a concept. **Draw two pictures** that show how this concept is connected to the institutions you visit.

Include words or speech bubbles in your pictures if you like. Under each image, **write a short description of the picture.**
The table below has six questions. From your own point of view, **decide how well each place you visit does and give them a ranking from 0 to 3**. Write a reason for your score.

<table>
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<tr>
<th>Does the institution...</th>
<th>Place 1</th>
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<th>Place 3</th>
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<td>Pass on the heritage of Wellington and New Zealand?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourage you to keep an open mind?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>Encourage you to think from different points of view?</td>
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<td></td>
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<td>Represent you, groups you belong to, or your community?</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>Represent different people, groups, ages, genders, and cultures?</td>
<td></td>
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<td>Allow your input into decision-making?</td>
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### Ranking

- **3** This place does this very well
- **2** This place does this okay
- **1** This place does this a little bit
- **0** This place doesn’t do this
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WellingtonNZ.com/schools
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**ACTIVITY 10**

**Future perspectives**

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