



**Aotearoa New Zealand Histories Curriculum**

I can make an informed ethical judgement about people's actions in the past, taking account of the attitudes and values of the times and the challenges people faced.

At school: pre visit:			
<p><b>Creativity</b> Students create a file of 1918 popular tunes or a montage of images, and explore the culture, fashion, and attitudes of the day.</p>	<p><b>Collaboration</b> Students research the origins of the 1918 pandemic, and its spread in Aotearoa New Zealand. How was information about the pandemic shared at that time? How quickly?</p>	<p><b>Critical thinking</b> Where are you getting information about our pandemic? Name all your sources. What are some of the influences that shape social attitudes and behaviours?</p>	<p><b>Success criteria</b> Students understand that a lack of widespread communication impeded action by public authorities in 1918; and can explain how people who got this flu were cared for.</p>

At the museum:			
<p><b>Creativity</b> Explore our exhibition, The Death Ship: A Fateful Voyage using the passports. Visualise the experiences of the soldiers and nurses' experiences on board. In small groups create word clouds to express your own reaction to this exhibition.</p>	<p><b>Collaboration</b> Students form two teams to play Pandemic Pandemonium relay. Compare, contrast, and discuss your team's choices.</p>	<p><b>Critical thinking</b> What role does science play in a pandemic? What role does the media play in a pandemic? How do people evaluate fact from opinion?</p>	<p><b>Success criteria</b> Students develop more vocabulary to describe how pandemics spread. Students are able to describe and evaluate the public health measures of 1918 and compare them to ours during Covid19.</p>

Back at school:			
<p><b>Creativity</b> Listen to the Covid ads on TV. Compose a song or poem to communicate important information about Covid19.</p>	<p><b>Collaboration</b> Listen to the Covid ads on TV. Compose a song or poem to communicate important information about Covid19.</p>	<p><b>Critical thinking</b> Students consider the spaces where they access information about Covid19 and public health measures. Are they reliable? What is disinformation?</p>	<p><b>Success criteria</b> Students describe a process to determine if information sources are trustworthy or not.</p>