FIRST WORLD WAR INQUIRY GUIDE

Conflict
Acknowledgments

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First World War Inquiry Guide: Conflict: Years 1–4

2 Introduction
   Contexts and achievement objectives
   The structure of the inquiry guide
   Navigating the guide
   Key resources about New Zealand and the First World War

8 I Wonder
   Hook 1 – Personal conflict
   Hook 2 – Causes of war
   Hook 3 – Peacekeeping
   Hook 4 – Relationships
   Hook 5 – Rules
   Hook 6 – Resolving conflict

22 Find Out
   Resources

25 Make Meaning
   Resources

27 Take Action
   Resources

29 Let’s Reflect
# INTRODUCTION

We see conflict in many different ways on personal, local, and global levels. We experience and observe successful and unsuccessful conflict resolution strategies, which can influence how we deal with our own conflicts. This inquiry guide explores some kinds of conflicts and resolutions related to the First World War. The six resource hooks in the first stage of the inquiry guide suggest connections between the ways that conflict can happen in historical situations and in our own lives. They could lead to discussing ways to resolve conflict positively in relation to existing school or community approaches.

This guide is based on a student-centred approach to inquiry in which students and teachers work together to co-construct learning. The table below provides a brief description of each hook and suggests possible connections to the learning areas and levels 1–2 achievement objectives in the New Zealand Curriculum. These connections should not be viewed as prescriptive or exhaustive.

## Contexts and achievement objectives

<table>
<thead>
<tr>
<th>Hook 1: Personal conflict</th>
<th>Hook 2: Causes of war</th>
<th>Hook 3: Peacekeeping</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Taming the Taniwha</strong>, the story of a child trying out ways to deal with a bully, helps in learning to identify and understand what conflict is.</td>
<td><strong>A portrait of Archduke Franz Ferdinand of Austria is a starting point for exploring how the assassination of this one man could begin the First World War.</strong></td>
<td><strong>The photograph of a New Zealand soldier with children in the Solomon Islands highlights the peacekeeping role of many New Zealand defence force personnel around the world.</strong></td>
</tr>
<tr>
<td><strong>Social sciences (level 1):</strong> Understand how belonging to groups is important for people. Understand that people have different roles and responsibilities as part of their participation in groups.</td>
<td><strong>Social sciences (level 1):</strong> Understand how belonging to groups is important for people. Understand how the past is important to people. Understand how people have different rules and responsibilities as part of their participation in groups.</td>
<td><strong>Social sciences (level 1):</strong> Understand that people have different roles and responsibilities as part of their participation in groups. <strong>Social sciences (level 2):</strong> Understand that people have social, cultural, and economic roles, rights, and responsibilities. Understand how places influence people and people influence places.</td>
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<td><strong>Social sciences (level 2):</strong> Understand how people make choices to meet their needs and wants. Understand how cultural practices reflect and express people’s customs, traditions, and values.</td>
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| **English (level 1): Listening, Reading, and Viewing** Processes and strategies:  
  - Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. (Indicator: has an awareness of the connections between oral, written, and visual language.)  
  - Ideas:  
    - Recognise and identify ideas within and across texts. (Indicator: understands that personal experience can influence the meaning gained from texts.) | **English (level 1): Listening, Reading, and Viewing** Processes and strategies:  
  - Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. (Indicator: uses sources of information [meaning, structure, visual and grapho-phonic information] and prior knowledge to make sense of a range of texts.) | **English (level 1): Listening, Reading, and Viewing** Processes and strategies:  
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### Hook 1: Personal conflict

**English (level 2):**

**Listening, Reading, and Viewing**

Processes and strategies:
- Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. (Indicator: selects and uses sources of information [meaning, structure, visual and grapho-phonetic information] and prior knowledge with growing confidence to make sense of increasingly varied and complex texts.)

**Ideas:**
- Show some understanding of ideas within, across, and beyond texts. (Indicator: uses their personal experience and world and literacy knowledge to make meaning from texts.)

### Health and physical education (level 1):

**Relationships with Other People**

Relationships:
- Explore and share ideas about relationships with other people.

### Health and physical education (level 2):

**Relationships with Other People**

Relationships:
- Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.

### Hook 2: Causes of war

**English (level 2):**

**Listening, Reading, and Viewing**

Processes and strategies:
- Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. (Indicators: selects and uses sources of information [meaning, structure, visual and grapho-phonetic information] and prior knowledge with growing confidence to make sense of increasingly varied and complex texts; thinks critically about texts with some confidence.)

**Ideas:**
- Show some understanding of ideas within, across, and beyond texts. (Indicator: uses their personal experience and world and literacy knowledge to make meaning from texts.)

### The arts (levels 1 and 2):

**Communicating and Interpreting**

**Visual arts:**
- Share the ideas, feelings, and stories communicated by their own and others’ objects and images.

### Health and physical education (level 1):

**Relationships with Other People**

Relationships:
- Explore and share ideas about relationships with other people.

### Health and physical education (level 2):

**Relationships with Other People**

Relationships:
- Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.

### Hook 3: Peacekeeping

**English (level 2):**

**Listening, Reading, and Viewing**

Processes and strategies:
- Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. (Indicator: selects and uses sources of information [meaning, structure, visual and grapho-phonetic information] and prior knowledge with growing confidence to make sense of increasingly varied and complex texts.)

**Ideas:**
- Show some understanding of ideas within, across, and beyond texts. (Indicator: uses their personal experience and world and literacy knowledge to make meaning from texts.)

### Health and physical education (level 1):

**Relationships with Other People**

Relationships:
- Explore and share ideas about relationships with other people.

### Health and physical education (level 2):

**Relationships with Other People**

Relationships:
- Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.
- **Healthy Communities and Environments**

**Rights, responsibilities, and laws; People and the environment:**
- Take individual and collective action to contribute to environments that can be enjoyed by all.

### Health and physical education (level 2):

**Relationships with Other People**

Relationships:
- Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.
- **Healthy Communities and Environments**

**Societal attitudes and values:**
- Explore how people’s attitudes, values, and actions contribute to healthy physical and social environments.

### Technology (level 2)

**Nature of Technology**

Characteristics of technology:
- Understand that technology both reflects and changes society and the environment and increases people’s capability.
<table>
<thead>
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<th>Hook 4: Relationships</th>
<th>Hook 5: Rules</th>
<th>Hook 6: Resolving conflict</th>
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<tr>
<td>A Christmas letter to Father Christmas shows the anti-German sentiment common in New Zealand around the time of the First World War.</td>
<td>Your school rules or behaviour expectations will stimulate discussion about how rules at family, community, and national levels help us to build safe communities.</td>
<td>The Duck in the Gun is a classic story that highlights the futility of war and the importance of communication.</td>
</tr>
</tbody>
</table>

Social sciences (level 1): Understand how belonging to groups is important for people. Understand how the past is important to people.

Social sciences (level 2): • Understand how people make choices to meet their needs and wants. • Understand how time and change affect people’s lives.

English (level 1): Listening, Reading, and Viewing Purposes and audiences: • Recognise that texts are shaped for different purposes and audiences. (Indicator: identifies the purposes of simple texts.)

Ideas: • Recognise and identify ideas within and across texts. (Indicator: understands that personal experience can influence the meaning gained from texts.)

English (level 2): Listening, Reading, and Viewing Purposes and audiences: • Show some understanding of how texts are shaped for different purposes and audiences. (Indicator: recognises how texts are constructed for different purposes, audiences, and situations.)

Ideas: • Show some understanding of ideas within, across, and beyond texts. (Indicator: uses their personal experience and world and literacy knowledge to make meaning from texts.)

Health and physical education (level 1): Relationships with Other People Relationships: • Explore and share ideas about relationships with other people.

Social sciences (level 1): Understand how belonging to groups is important for people. Understand that people have different roles and responsibilities as part of their participation in groups.

Social sciences (level 2): Understand that people have social, cultural, and economic roles, rights, and responsibilities. Understand how people make choices to meet their needs and wants.

Health and physical education (level 2): Healthy Communities and Environments Societal attitudes and values: • Explore how people’s attitudes, values, and actions contribute to healthy physical and social environments. Rights, responsibilities, and laws; People and the environment: • Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments.

Social sciences (level 1): Understand how belonging to groups is important for people. Understand that people have different roles and responsibilities as part of their participation in groups.

Social sciences (level 2): Understand that people have social, cultural, and economic roles, rights, and responsibilities. Understand how people make choices to meet their needs and wants.

English (level 1): Listening, Reading, and Viewing Processes and strategies: • Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. (Indicator: has an awareness of the connections between oral, written, and visual language.)

Ideas: • Recognise and identify ideas within and across texts. (Indicator: understands that personal experience can influence the meaning gained from texts.)

English (level 2): Listening, Reading, and Viewing Processes and strategies: • Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. (Indicator: selects and uses sources of information [meaning, structure, visual and grapho-phonic information] and prior knowledge with growing confidence to make sense of increasingly varied and complex texts.)

Ideas: • Show some understanding of ideas within, across, and beyond texts. (Indicator: uses their personal experience and world and literacy knowledge to make meaning from texts.)
Hook 4: Relationships

Health and physical education (level 2):

Relationships with Other People

Relationships:
- Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.

Healthy Communities and Environments

Societal attitudes and values:
- Explore how people’s attitudes, values, and actions contribute to healthy physical and social environments.

The structure of the inquiry guide

The inquiry guide is divided into five stages: I Wonder, Find Out, Make Meaning, Take Action, and Let’s Reflect. The most comprehensive section is the I Wonder stage, which is designed to arouse student curiosity and awareness. As students begin to explore areas of personal interest, they use their initial wonderings to develop rich questions that will form the basis of their inquiries. This means that the resources they draw on in subsequent stages of their inquiries need to be organic and adaptive. However, useful sources of information have been woven into each stage of the guide, along with ways to use digital technologies and social sciences skills.

It is important to recognise that the inquiry process is not linear. For example, students may need to “find out” new information at any stage of the process and should be reflecting and evaluating at each stage of the process.

The companion First World War Inquiry Support Guide: Years 1–8 provides additional information on how to facilitate an authentic, student-centred inquiry process. It also provides links to a wide range of First World War resources that can be used with any of the year 1–8 inquiry guides.
Navigating the guide

Look out for these prompts through each stage of the guide to support planning.

**Inquiry stage and introduction**

The beginning of each inquiry stage gives information to help guide you through the stage.

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**The following icons are used to further help navigate your way through the guide.**

- **The New Zealand Curriculum**
  - Learning areas, key competencies, and values.

- **Themes**
  - Heritage and identity
  - Citizenship perspectives
  - New Zealand in the Pacific
  - Peace and reconciliation
  - Making connections

- **Learning and teaching ideas**
  - Digital opportunities
  - Apply social sciences skills
  - Supporting resources

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**Key resources about New Zealand and the First World War**

**Links to third-party websites**

The Ministry of Education does not accept any liability for the accuracy or content of information belonging to third parties, nor for the accuracy or content of any third-party website that you may access via a link in this guide. Links to other websites from this guide should not be taken as endorsement of those sites or of products offered on those sites. When visiting other websites, please refer to the conditions of use and copyright policies of those sites.

**TKI First World War website**

As each First World War inquiry guide is completed, it will be published on the TKI First World War website so that teachers can download it. The website also provides links to a range of useful sources:

[www.firstworldwar.tki.org.nz](http://www.firstworldwar.tki.org.nz)

**New Zealand History – New Zealand and the First World War**

This authoritative website offers a comprehensive selection of New Zealand First World War articles from a variety of perspectives:


**Te Ara Encyclopedia of New Zealand – First World War section**

This section provides an overview of New Zealand’s involvement in the First World War:


**National Library, Services to Schools**

This website provides a schools’ guide to First World War digital and print resources:


**School Journal, Levels 2, 3, and 4, June 2014 (Ministry of Education)**

Each of these School Journals has a First World War theme. PDFs of the stories, articles, and poems they contain can be downloaded from:


**WW100 website**

This website provides links to commemorative First World War events along with a wide range of excellent First World War resources, including images, timelines, and diary entries:

[bit.ly/ww100site](http://bit.ly/ww100site)
ManyAnswers
This Many Answers topic is useful for students researching the First World War independently:
bit.ly/FWW-ManyAnswers

War News
This documentary series uses a current affairs programme format to report on significant First World War events. Several episodes have been made available:
bit.ly/GG-WarNews

Pond
Pond is a central hub for online resources validated by New Zealand educators and providers of content and services:
www.pond.co.nz

The Fields of Remembrance in schools and kura project
The Fields of Remembrance Trust and the Ministry of Education are partnering to support all schools and kura to set up their own Fields of Remembrance in time for Anzac Day 2015.
bit.ly/FoRinSchools
I WONDER

Purpose: For teachers and students to use resources to spark student interest

In the I Wonder stage, students are presented with an interesting hook such as an image, a historical document, a film clip, a diary entry, or some prose. The purpose is to stimulate discussion and evoke curiosity. Each I Wonder hook can be used as a catalyst for a myriad of connections.

Your role in the I Wonder stage is to ask questions that help students share their initial responses, encouraging them to make connections to their prior knowledge and experiences. As students make these connections, areas of personal interest will begin to emerge.

During the I Wonder stage, the most important goal is student engagement. Although you may intend to pursue a particular overarching theme within the inquiry, you should still value and welcome good ideas not specifically related to the theme. Students could well introduce unanticipated points of interest that could form the basis of an alternative theme of inquiry.

The I Wonder stage forms the basis of the preliminary investigations used at the start of the Find Out stage.

For more information about the I Wonder stage of the inquiry, see the First World War Inquiry Support guide: Years 1–8.

Key questions

- What can we observe?
- What do we already know?
- How might people view this in different ways?

Hook 1 – Personal conflict

These books are available from bit.ly/TamingTheTaniwha

This book is available from libraries and bookstores and can be viewed in digital format in the International Children’s Digital Library at bit.ly/DL-Taniwha
**Context**

This book tells the story of a young child trying a number of strategies, suggested by his whānau, as he tries to deal with a bully at school. The context of this story will be familiar to young children and would be an excellent way to introduce the concept of conflict.

Conflicts between individuals are common, especially with children, and a great hook into this inquiry would be the use of a simple conflict that is current in the class, school, or community. For young children, defining conflict and helping them to identify it may be necessary before supporting them to understand the context of the First World War. The basic concepts of the First World War can be introduced as a story of conflict.

**Key questions**

- What can we observe?
- What do we already know?
- How might people view this conflict in different ways?

**Possible discussion questions:**

- What is happening in this story? How does this story make you feel?
- Why did Papa’s crazy ideas work better than other ideas? Do you think Papa’s ideas were good ones? Why or why not?
- What else do you think Tama could have tried to resolve the conflict?
- Has anything similar happened to you? What did you do? What could you have done differently to resolve the situation better?
- Do you think that adults, or groups of adults, have conflicts too? How are adults’ conflicts similar to or different from children’s conflicts?
- What conflicts do you know about in New Zealand or overseas?
The New Zealand Curriculum

Learning areas

Social sciences (level 1):
Understand how belonging to groups is important for people.
Understand that people have different roles and responsibilities as part of their participation in groups.

Social sciences (level 2):
Understand how people make choices to meet their needs and wants.
Understand how cultural practices reflect and express people’s customs, traditions, and values.

English (level 1):
Listening, Reading, and Viewing
Processes and strategies:
• Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. (Indicator: has an awareness of the connections between oral, written, and visual language.)

Ideas:
• Recognise and identify ideas within and across texts. (Indicator: understands that personal experience can influence the meaning gained from texts.)

English (level 2):
Listening, Reading, and Viewing
Processes and strategies:
• Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. (Indicator: selects and uses sources of information [meaning, structure, visual and grapho-phonetic information] and prior knowledge with growing confidence to make sense of increasingly varied and complex texts.)

Ideas:
• Show some understanding of ideas within, across, and beyond texts. (Indicator: uses their personal experience and world and literacy knowledge to make meaning from texts.)

Health and physical education (level 1):
Relationships with Other People
Relationships:
• Explore and share ideas about relationships with other people.

Health and physical education (level 2):
Relationships with Other People
Relationships:
• Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.

Key competencies
• Thinking
• Using language, symbols, and texts
• Relating to others
• Managing self

Values
• Innovation, inquiry, and curiosity
• Equity
• Community and participation
• Respect

Themes

Peace and reconciliation
Explore similarities and differences between internal conflict, conflict between individuals, and conflict between groups of people.

Learning and teaching ideas

Digital opportunities
You can access a digital copy of this book at bit.ly/DL-Taniwha
Brainstorm the many ways that conflict can be caused and resolved, using digital mind-mapping software like Popplet.

Apply social sciences skills
Ask questions about the past.
Identify and compare diverse perspectives, attitudes, and values.

Supporting resources
Any other stories that have an element of conflict and resolution would help students to think about the different types of conflict that exist and the ways that we cope with it or act upon it. Many traditional stories are excellent and can be selected to represent the cultures and backgrounds of the school community.

The scale of conflict in the First World War is obviously quite different from conflict in the playground. Looking at appropriate paintings and images may help students to understand what conflict meant for soldiers fighting in close combat.

This video gives a brief overview of the First World War and the opposing groups of countries:
bit.ly/AM-Overview
Hook 2 – Causes of war

Context
The First World War began shortly after Archduke Franz Ferdinand of Austria and his wife Sophie, Duchess of Hohenberg, were assassinated while on an official visit in Sarajevo, Serbia. Because the archduke was heir to the throne of the Austro-Hungarian Empire, the empire declared war on Serbia, and then more countries became involved in the war to support their allies. In the years before the assassination, two groups of countries had created alliances, and tensions between these two groups had been increasing.

New Zealand became involved in the war because it was part of the British Empire, and Great Britain was part of the Allied Powers with France, Russia, and other countries. In the other group, the Central Powers, the main alliance was between Germany and Austria-Hungary.

Key questions
• What can we observe?
• What do we already know?
• How might people view this portrait in different ways?

Possible discussion questions:
• What can you tell about this man from this picture? What do you notice about his clothes? What do you notice about his hair?
• Why do you think that the death of one man started such a big war?
• Have you played any games where people have taken sides, or formed alliances? How do the alliances affect the game? Do people always keep their alliances? (a relationship formed for mutual benefit).
• What groups of people do you know that are loyal to each other? How do they show their loyalty?
• How do you think conflicts can start between groups of people? How have conflicts started between you and other children? How is that different to how conflicts start between adults?
The New Zealand Curriculum

**Learning areas**

**Social sciences (level 1):**
Understand how belonging to groups is important for people.
Understand how the past is important to people.
Understand how people have different rules and responsibilities as part of their participation in groups.

**Social sciences (level 2):**
Understand how people make choices to meet their needs and wants.
Understand how time and change affect people’s lives.
Understand how places influence people and people influence places.

**English (level 1):**
**Listening, Reading, and Viewing**
Processes and strategies:
- Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. (Indicator: uses sources of information [meaning, structure, visual and grapho-phonic information] and prior knowledge to make sense of a range of texts.)

**English (level 2):**
**Listening, Reading, and Viewing**
Processes and strategies:
- Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. (Indicator: selects and uses sources of information [meaning, structure, visual and grapho-phonic information] and prior knowledge with growing confidence to make sense of increasingly varied and complex texts: thinks critically about texts with some confidence.)

**Ideas:**
- Show some understanding of ideas within, across, and beyond texts. (Indicator: uses their personal experience and world and literacy knowledge to make meaning from texts.)

**The arts (levels 1 and 2):**
**Communicating and Interpreting**
Visual arts:
- Share the ideas, feelings, and stories communicated by their own and others’ objects and images.

**Health and physical education (level 1):**
**Relationships with Other People**
Relationships:
- Explore and share ideas about relationships with other people.

**Health and physical education (level 2):**
**Relationships with Other People**
Relationships:
- Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.

**Key competencies**
- Thinking
- Using language, symbols, and texts
- Relating to others

**Values**
- Innovation, inquiry, and curiosity
- Equity
- Community and participation
- Respect

**Themes**

**Heritage and identity**
Consider why New Zealand was involved in a war that started so far away.

**Peace and reconciliation**
Think about the concepts of loyalty, friendship and agreements. Discuss what this looks like in personal or whānau relationships, in community groups, and in international contexts.

**Learning and teaching ideas**

**Digital opportunities**
These maps show how alliances spread across the world:
Use an application like Google Maps to see what Europe looks like today and where countries’ boundaries are.

**Apply social sciences skills**
Ask questions about the past.
Compare past and present.
Sequence events.
Use the language of history.
Identify and compare diverse perspectives, attitudes, and values.

**Supporting resources**
These websites give you more information about the causes of the First World War.
From an English perspective:
From a New Zealand perspective:

A painting, by Achille Beltrame, of the assassination of Archduke Franz Ferdinand, shown on the first page of an edition of the Comenica del Corriere, an Italian newspaper, in 1914. Wikimedia Commons.

This website has more information about Franz Ferdinand and the day that he was assassinated:
Hook 3 – Peacekeeping

A member of the New Zealand peacekeeping forces showing digital photos to children near Honiara, Solomon Islands. Photograph by New Zealand Defence Force, 2009. Flickr.

Context

This picture was taken in Solomon Islands, where New Zealand peacekeepers were working alongside people from Australia, Tonga, and Papua New Guinea. These peacekeepers had been asked to come to Solomon Islands by its government, which was having trouble with its people fighting each other. When the peacekeepers arrived, they initially helped by making arrests, destroying illegal weapons, and acting as police. When the violence settled down, the peacekeepers started working with the government to help build a secure, well-governed, and prosperous nation. Peacekeepers do this by helping to rebuild infrastructure, provide training for local police and armed forces and maintaining safe environments. Peacekeepers from other nations continue this work today.

New Zealanders play an important role in many peacemaking and peacekeeping operations around the world. We currently hold a seat on the United Nations Security Council, and our defence force is actively supporting different countries to maintain a safe and stable environment.

Key questions

• What can we observe?
• What do we already know?
• How might people view this image in different ways?

Possible discussion questions:

• What sort of people are in this picture? Where are they? What are they doing? What might be on the camera?
• How do you think the people in this picture are feeling? How do you think the kids might feel about the soldier?
• What is some of the equipment that the soldier has? What do you think this might be used for?
• Have you had a conflict that you needed help to resolve? Why did you need help? Who did you ask for help? What did they do? How was the conflict resolved?
• How was the help you were given similar to or different from the help the peacekeepers in Solomon Islands give?
• Have you ever helped to resolve someone else’s conflict? What happened? What did you do?
• Who are the peacekeepers in your family? In your community?
Social sciences (level 1):
Understand that people have different roles and responsibilities as part of their participation in groups.

Social sciences (level 2):
Understand that people have social, cultural, and economic roles, rights, and responsibilities.
Understand how places influence people and people influence places.

English (level 1):
Listening, Reading, and Viewing
Processes and strategies:
• Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. (Indicator: uses sources of information [meaning, structure, visual and grapho-phonic information] and prior knowledge to make sense of a range of texts.)

English (level 2):
Listening, Reading, and Viewing
Processes and strategies:
• Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. (Indicator: selects and uses sources of information [meaning, structure, visual and grapho-phonic information] and prior knowledge with growing confidence to make sense of increasingly varied and complex texts.)

Ideas:
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Health and physical education (level 1):
Relationships with Other People
Relationships:
• Explore and share ideas about relationships with other people.

Healthy Communities and Environments
Rights, responsibilities, and laws; People and the environment:
• Take individual and collective action to contribute to environments that can be enjoyed by all.

Health and physical education (level 2):
Relationships with Other People
Relationships:
• Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.

Healthy Communities and Environments
Societal attitudes and values:
• Explore how people’s attitudes, values, and actions contribute to healthy physical and social environments.

Technology (level 2)
Nature of Technology
Characteristics of technology:
• Understand that technology both reflects and changes society and the environment and increases people’s capability.

Key competencies
• Thinking
• Using language, symbols, and texts
• Relating to others

Values
• Innovation, inquiry, and curiosity
• Diversity
• Equity
• Community and participation

Themes

Citizenship perspectives
Think about the different ways that New Zealanders could view the responsibilities of New Zealand in providing peacekeepers.

Peace and reconciliation
Discuss how people like the soldier in the photograph contribute to peace around the world and compare this to how the students can contribute to peace in their whānau or community.

Learning and teaching ideas

Digital opportunities
Find examples of current peacekeeping operations on news websites.

Apply social sciences skills
Ask questions about the past.
Compare past and present.
Identify and compare diverse perspectives, attitudes, and values.

Supporting resources
This page on Te Ara has more information about New Zealand’s role in providing peacekeepers:
bit.ly/TA-Peacekeeping
Find out more about how New Zealand forces supported the work in Solomon Islands:
bit.ly/NZDF-SolomonIslands
The website of the United Nations has more information about the work and history of the UN:
bit.ly/UN-About
Hook 4 – Relationships

Letter to Father Christmas by Edna Crompton, c. 1914. Alexander Turnbull Library.
IMS-Papers-7627-01.

Context

During the war, many people started to think of different countries as being either on “our” side or on “their” side. Even German people who had lived in New Zealand for many years were sometimes treated with suspicion. Some Germans were accused of being spies and were imprisoned on Matiu (Somers Island) or Motuihe Island. The note at the bottom of Edna’s Christmas letter that says ‘don’t bring German things’ shows just how strongly people felt.

New Zealand had a positive relationship with countries not on the opposing side. It went into the war because it was part of the British Empire, and the battles where New Zealanders fought alongside Australian troops built a military connection that still impacts our culture and politics.

The connection between New Zealand and other societies in the Pacific changed during the war. Soldiers from Niue and the Cook Islands, both administered by New Zealand at the time, served in the New Zealand (Māori) Pioneer Battalion of the New Zealand Expeditionary Force. Western Samoa, then known as German Samoa, was captured by New Zealand on behalf of the British Crown, and New Zealand then controlled Samoa until 1962. Although there was tragic conflict between the local Samoans and the New Zealand authorities at the time, the relationship between Western Samoa and New Zealand is now very strong and positive.

New Zealand now works with other countries to build ongoing peace and security through organisations like the United Nations.
**Key questions**
- What can we observe?
- What do we already know?
- How might people view this letter in different ways?

**Possible discussion questions:**
- What can you see in this letter? What does it tell you about Edna? How old do you think she was when she wrote it?
- What does Edna mean by “German things”? Why does Edna not want them?
- Can you think of some other German things that people might have avoided?
- Who do we have special relationships with? As a family? As a community?
- Why are these relationships important? How do we show that they are special?
- What countries do you think New Zealand has a special relationship with? How might we show these relationships?
- How might friendships with other countries help us?
- Do you have friends in other countries or parts of New Zealand? How do you stay friends with them? What are things that make it difficult to stay friends with people who live far away?

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**The New Zealand Curriculum**

**Learning areas**

**Social sciences (level 1):**
Understand how belonging to groups is important for people.
Understand how the past is important to people.

**Social sciences (level 2):**
Understand how people make choices to meet their needs and wants.
Understand how time and change affect people’s lives.

**English (level 1):**
**Listening, Reading, and Viewing**

Purposes and audiences:
- Recognise that texts are shaped for different purposes and audiences. (Indicator: identifies the purposes of simple texts.)

Ideas:
- Recognise and identify ideas within and across texts. (Indicator: understands that personal experience can influence the meaning gained from texts.)

**English (level 2):**
**Listening, Reading, and Viewing**

Purposes and audiences:
- Show some understanding of how texts are shaped for different purposes and audiences. (Indicator: recognises how texts are constructed for different purposes, audiences, and situations.)

Ideas:
- Show some understanding of ideas within, across, and beyond texts. (Indicator: uses their personal experience and world and literacy knowledge to make meaning from texts.)

**Health and physical education (level 2):**
**Relationships with Other People**

Relationships:
- Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.

**Healthy Communities and Environments**

Societal attitudes and values:
- Explore how people’s attitudes, values, and actions contribute to healthy physical and social environments.

**Key competencies**
- Thinking
- Using language, symbols, and texts
- Relating to others
- Participating and contributing

**Values**
- Innovation, inquiry, and curiosity
- Diversity
- Equity
- Integrity
- Respect

**Themes**

**Heritage and identity**
Think about how the relationships we have with other nations (especially with those nations near us) have developed our sense of identity.

**Citizenship perspectives**
Discuss the rights and responsibilities we have in developing our respect for all people.

**Peace and reconciliation**
Identify how relationships that we have with other nations contribute to our society’s health. For example, you might consider political, cultural, or sporting relationships.
Learning and teaching ideas

**Digital opportunities**

Use DigitalNZ to find out more about the kinds of toys that were available in New Zealand during the First World War. In the lead-up to Christmas, many newspapers carried advertisements for toys.

**Apply social sciences skills**

Ask questions about the past.

Compare past and present.

Compare different types of information, including primary and secondary sources.

Identify and compare diverse perspectives, attitudes, and values.

Supporting resources

The story “Das Piano” by Bernard Beckett (School Journal, level 3, June 2014) shows how strong anti-German sentiment may have been. This story can be downloaded here: bit.ly/SchoolJournals

This page from Te Ara gives us some further information about Germans in New Zealand:

bit.ly/TA-Germans

This page on Te Ara has more information about the historical and the current relationship between Samoa and New Zealand:

bit.ly/TA-Samoans

This page on the NZ History website has more information about the capture of Samoa:

bit.ly/NZH-Samoa

NZ History also has more information about New Zealand and the United Nations:

bit.ly/NZH-UN

This DigitalNZ set has images about Christmas in New Zealand during the First World War:

bit.ly/DNZ-Christmas
Hook 5 – Rules

At our school, we show

Kotahitanga
we get on together

Manaakitanga
we look after each other

Ako
we learn from each other

An example of school rules, or the behaviours that a school might value, presented in a visible way.

Context

Most schools have a set of rules or guidelines that help students to understand the expectations around behaviour. Your own school’s set of these would be an excellent way to initiate a discussion about the ways that rules, laws, or guidelines help us to avoid or deal with conflict on personal, community, national, and international levels.

We also have rules that help us to stay safe on the roads and in our communities. We use rules in sports and games to create a common understanding about how to play the game, and we also use rules to create a fair and safe environment. Rules can be useful. They can change in different situations; for example, your school may have different rules for wet lunchtimes. These rule changes are often to ensure that students stay safe and healthy.

During times of conflict or increased insecurity, rules or laws are often tightened to try and control people’s behaviour to help everyone stay safe and healthy. During the First World War, new rules helped people in New Zealand to be more careful with information and with food.

Key questions

- What can we observe?
- What do we already know?
- How might people view rules in different ways?
Possible discussion questions:

- What school rules apply to you? Why are these rules important? What happens when these rules are kept? What happens when these rules are broken?
- Would your school rules work well for people in the wider community? Why or why not?
- What other kinds of rules apply to you? How do they help you and other people to stay safe and healthy?
- What are some rules that all New Zealanders have to keep? Why are these rules important? What happens when these rules are kept? What happens when these rules are broken?
- How does creating rules and consequences help to manage people and avoid conflict?
- Do you know of any ways that countries make and stick to rules to help them to work together?

The New Zealand Curriculum

**Learning areas**

**Social sciences (level 1):**
Understand how belonging to groups is important for people.
Understand that people have different roles and responsibilities as part of their participation in groups.

**Social sciences (level 2):**
Understand that people have social, cultural, and economic roles, rights, and responsibilities.
Understand how people make choices to meet their needs and wants.

**Health and physical education (level 1):**
*Healthy Communities and Environments*
Rights, responsibilities, and laws; People and the environment:
- Take individual and collective action to contribute to environments that can be enjoyed by all.

**Health and physical education (level 2):**
*Healthy Communities and Environments*
Societal attitudes and values:
- Explore how people’s attitudes, values, and actions contribute to healthy physical and social environments.

Rights, responsibilities, and laws; People and the environment:
- Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments.

**Key competencies**

- Thinking
- Managing self
- Relating to others
- Participating and contributing

**Values**

- Excellence
- Innovation, inquiry, and curiosity
- Diversity
- Equity
- Community and participation
- Integrity
- Respect

**Themes**

**Peace and reconciliation**
Discuss how we all have a role in managing conflict and that by understanding the rules, agreements, and laws that apply to us, we can create safe and healthy communities.

**Learning and teaching ideas**

**Digital opportunities**
Discuss any rules or expectations that you have to encourage positive digital citizens in the class, and how these rules are similar or different in a face-to-face environment.

**Apply social sciences skills**
Ask questions about the past.
Compare past and present.
Identify and compare diverse perspectives, attitudes, and values.

**Supporting resources**

“Beware of Spies!” First World War propaganda poster. Archives New Zealand. AD1 44/283.
Hook 6 – Resolving conflict

![The Duck in the Gun book cover](image_url)

Cover of *The Duck in the Gun* by Joy Cowley (most recently published by Walker Books, 2009).


**Context**

This story, first published in 1969, was written as an anti-war protest by New Zealand author Joy Cowley. Her cousin was serving in Vietnam at the time she wrote it. The book tells the story of a made-up war in a made-up place where a duck builds her nest inside the gun and pauses the war. The strategies that the army’s general uses to try to keep the war going are both funny and likely to start serious discussions about what we value in times of war and what the wider roles of soldiers are in peacekeeping and rebuilding. The power of dialogue in understanding and resolving conflict is apparent in this story.

During the First World War, negotiating a peace agreement was difficult. The Treaty of Versailles took months to negotiate, and some of the terms are still controversial. This treaty was an agreement between Germany and the Allied powers (including France, Great Britain, New Zealand, Australia, and others) to formally end the First World War. It was signed on 28 June 1919 at the Palace of Versailles in France. Fighting had already ended at 11 a.m. on 11 November 1918, when the armistice was signed.

**Key questions**

- What can we observe?
- What do we already know?
- How might people view this book in different ways?

**Possible discussion questions:**

- Who are the main characters in this book? How do they contribute to creating or resolving conflict?
- How do you think the people in the village felt at the beginning, middle, and end of the story?
- Why did the general want to shoot at the village but not shoot the gun with the duck inside?
- What happened in the story that made the characters change their mind about the war?
- The general asked to borrow a gun so that the fighting would be fair. Do you think conflict should be fair? What rules might you make to ensure a conflict between people in your class is fair?
- What do you think might be some differences between the war in the story and a real war?
- Do you think conflict is a good or bad thing? Can it be both? How can you decide whether conflict is good or bad?
The New Zealand Curriculum

Learning areas

Social sciences (level 1):
Understand how belonging to groups is important for people.
Understand that people have different roles and responsibilities as part of their participation in groups.

Social sciences (level 2):
Understand that people have social, cultural, and economic roles, rights, and responsibilities.
Understand how people make choices to meet their needs and wants.

English (level 1):
Listening, Reading, and Viewing
Processes and strategies:
• Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. (Indicator: has an awareness of the connections between oral, written, and visual language.)

Ideas:
• Recognise and identify ideas within and across texts. (Indicator: understands that personal experience can influence the meaning gained from texts.)

English (level 2):
Listening, Reading, and Viewing
Processes and strategies:
• Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. (Indicator: selects and uses sources of information [meaning, structure, visual and grapho-phonetic information] and prior knowledge with growing confidence to make sense of increasingly varied and complex texts.)

Ideas:
• Show some understanding of ideas within, across, and beyond texts. (Indicator: uses their personal experience and world and literacy knowledge to make meaning from texts.)

Key competencies
• Thinking
• Using language, symbols, and texts
• Relating to others

Values
• Innovation, inquiry, and curiosity
• Equity
• Community and participation
• Respect

Themes

Citizenship perspectives
Identify the rights and responsibilities different groups of people have to help resolve conflict.

Peace and reconciliation
Explore different ways of resolving conflict fairly.

Learning and teaching ideas

Digital opportunities

Apply social sciences skills
Ask questions about the past.
Compare past and present.
Sequence events.
Identify and compare diverse perspectives, attitudes, and values.

Supporting resources
Walker Books have created a page of classroom ideas for The Duck in the Gun:
The Treaty of Versailles was a complicated agreement that was intended to create and keep peaceful relationships.

FIND OUT

**Purpose: For students to construct rich questions to guide their inquiries**

In the Find Out stage, students use their observations and inklings from the I Wonder stage to begin to develop questions. They begin to seek and share information that helps them make sense of the context they are exploring.

The Find Out stage should be a dynamic part of the inquiry process in which students share ideas, record facts and ideas, ask each other questions, and challenge each other’s assumptions. Your role as a teacher is to provide a range of individual, pair, and group activities that help students to extend their understanding. These activities can help to generate further questions.

An essential goal in this stage is for students to form a rich question that will guide their inquiry. A rich question is an open question that requires students to go beyond mere fact-finding to develop an answer. Rich questions often need to be broken down into subsidiary parts to be answered. The goal is to move students from facts, through concepts based on values or issues, to transferable generalisations for application.

Students are likely to need support constructing questions of enough depth and complexity. Take your time working with them to ensure they have a worthwhile question; the quality of their rich question will determine the quality of their entire inquiry process.

Work with students to determine how they can gather information to answer their questions. For example, are there people in the community they can talk to? What information should they look for online? What stories might be helpful? You can introduce a reading programme tailored to provide relevant information. Select texts for guided, shared, and independent reading. Consider ways to make connections to a range of different learning areas.

If possible, invite a member of the community in to describe how the First World War impacted on their family. You may have your own family letters, diaries, or artefacts that you can bring to class. Good places to find stories with a local flavour include your local RSA, marae, and library. For more ideas on how to find, approach, and interview people to use as sources, see the inquiry support guide.

As students begin to delve into their areas of interest, they can collect a base of useful information to use in the Make Meaning stage that follows.

For more information on the Find Out stage of the inquiry, see the First World War Inquiry Support guide: Years 1–8.

**Key questions at this stage**

- What questions do we need to ask?
- What questions do we want to ask?
- Where can we find the answers?

**Resources**

Some websites have dynamic content and we cannot accept liability for the content that is displayed. We recommend you visit the websites before using them with students.

With so many First World War related resources available online, it is important that students learn to question the credibility of the resources they are using. While this is true for any type of research, it is particularly important when exploring an emotive and controversial topic such as war. Model how to critically evaluate different sources of information.

The resources below have been selected for their potential relevance and for the credibility of the information they provide. With teacher support, most are suitable for students in years 1–4.

For ease of access, the resources have been sorted into broad categories. These categories are by no means exhaustive, and considerable overlap exists between the resources within them.

Each hook in the I Wonder stage can lead you and your students to a wealth of other materials. Links to each of these hooks can also be found on the TKI First World War website.
Start of the war

WAR DECLARED.
AUSTRIA-HUNGARY AND SERVIA.
FOLLOWING FORMER'S ULTIMATUM.
OMINOUS OUTLOOK.
CHIEF OF SERVIAN STAFF ARRESTED.
ATTITUDE OF THE NATIONS.
RUSSIAN MILITARY ACTIVE.

[By Telegraph—From Associated Press.] (Berlin.)
(Received July 27, 8:15 a.m.)

Extract from The Evening Post, 27 July 1914. Papers Past.

Countdown
The start of the war was a complicated series of events. This BBC timeline captures the countdown in images, interviews, and quotes:
bit.ly/BBC-37days

First farewells
This section of the NZ History website has more information about the way troops were farewelled from New Zealand. Most of the men in the first ships to leave the country did not know where they were going until after they had sailed for Samoa:
bit.ly/NZH-Farewells

Conscription and objectors
Conscientious objectors
This section of the NZ History website has more information about conscientious objection, a source of conflict on the home front:
bit.ly/ww100co

Māori objection
Some iwi had objections to serving the British Crown, while others supported doing so from the beginning. This NZ History page has an overview of the issues and outcomes:
bit.ly/NZH-Maori

Spies and censorship
Spies avoiding the censor
The concern wasn’t just that letters might fall into enemy hands but also that spies would communicate with each other through letters. This newspaper article explains how spies tried to avoid detection:
bit.ly/PP-Censors

Anti-German feeling
Some people took the law into their own hands and attempted to intimidate Germans in New Zealand.
MORE STONE-THROWING.
[United Press Association.]
Hokitika, May 17.
To-night the windows of several business premises in Hokitika were broken by stone-throwers. The owners of the shops are of German origin, and this fact is regarded as the reason for the damage being done. On Saturday night the plate glass windows of a man named Jacobs were broken by the same means, and in the local Press to-day it disclaimed being a German.

Extract from The Colonist, volume 0, issue 0, May, page 2. Papers Past.

German prisoners of war on Somes Island. Alexander Turnbull Library. 1/2-F.
Agreements

First World War treaties
Treaties, agreements, and alliances leading up to the First World War were a large reason for its escalation and for the number of countries involved in it. This website explains more about the treaties and armistices that came before, during, and after the war:
bit.ly/1Fww-Treaties

Outcome of the Treaty of Versailles
This short video explains how the Treaty of Versailles caused tensions leading to the development of the Second World War:
bit.ly/1HistoryTreatyV

Peacekeeping

New Zealand Defence Force
New Zealand is involved in supporting peace and resolving conflict in many parts of the world. Read about the NZDF’s current operations here:
bit.ly/1NZDF-operations

See photographs of the NZDF’s work here:
bit.ly/1NZDF-Photos

The New Zealand Curriculum

Learning areas

Social sciences (level 1):
Understand how the past is important to people.

Social sciences (level 2):
Understand how cultural practices reflect and express people's customs, traditions, and values.

English (level 2):
Listening, Reading, and Viewing
Processes and Strategies:
• Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.

Key competencies
• Thinking
• Using language, symbols, and texts
• Relating to others

Values
• Innovation, inquiry, and curiosity
• Diversity
• Respect

Learning and teaching ideas

Digital opportunities
When you use DigitalNZ to find historical images, newspaper reports, and more, collate the best of these in a DigitalNZ set so you can always find them again or so you can share them with others. Use the subject WW100 in your description so that other schools and organisations researching the First World War can find your set.

Apply social sciences skills
Sequence events.

Use the language of history.

Ask questions about the past.

Compare the past and the present.

Find out information from selected printed and digital sources, textual and visual.

Identify different points of view.
**MAKE MEANING**

*Purpose: For students to make meaningful connections between the First World War and their own lives and develop conclusions*

In the Make Meaning stage of the inquiry process, students sort, prioritise, discard, shelve, collate, analyse, evaluate, and/or synthesise the information they gathered in the Find Out stage. They verify and extend their findings by comparing them with the findings of their peers. The goal of this stage is to draw conclusions that can contribute to the whole class’s understanding. Remember that the inquiry process is not linear. Students may need to gather more information as their inquiries unfold.

Your role during the Make Meaning stage is to spend time conferencing with groups of students. Discuss with them how they can use their findings to answer their inquiry questions. Students should also discuss their inquiries with those of their classmates.

During the Make Meaning stage, students can begin to consider ways to share their learning with their school or wider community. These ideas can be developed further in the Take Action stage of the inquiry process.

For more information on the Make Meaning stage of the inquiry, see the First World War Inquiry Support guide: Years 1–8.

**Key questions**

- What conclusions have we come to?
- What do these conclusions mean for our outcome?
- What other things do we need to find out before we can take action?

**Resources**

The following resources provide further ways you can explore the concepts of conflict and resolution as they apply to the students in your school. Where appropriate, examples that link to the First World War are included. Students may find these resources useful when considering how they can create their own responses to conflict.

**The Enemy**

The Enemy by Davide Cali (Wilkins Farago Pty Ltd, 2007) challenges the reader to think critically about the concept of an enemy and who that person might be fighting against. There are teacher’s notes available at [bit.ly/TheEnemyBook](http://bit.ly/TheEnemyBook)

This book is available from libraries and bookstores.

**Positive Behaviour for Learning (PB4L)**

The PB4L initiatives support schools and their communities to develop and enable positive environments to reduce conflict and promote healthy learning relationships. If your school is already a PB4L school, you can use the PB4L material as a context for exploring wider conflict and resolution issues. If not involved with PB4L, you can find out more from [bit.ly/PB4Learning](http://bit.ly/PB4Learning)

A guide to help schools prevent bullying: [bit.ly/PB4L-DeterBullying](http://bit.ly/PB4L-DeterBullying)

**Resolving conflict**

This website has advice for schools and families about supporting young people to solve conflict: [bit.ly/KidsMatterConflict](http://bit.ly/KidsMatterConflict)
The New Zealand Curriculum

Key competencies
- Thinking
- Using language, symbols, and texts
- Managing self
- Relating to others

Values
- Innovation, inquiry, and curiosity
- Diversity
- Community and participation
- Integrity
- Respect

Themes

Citizenship perspectives
Encourage your students to debate the different perspectives of war in the class and to recognise the different opinions that can exist.

Peace and reconciliation
Consider what we can learn from past conflicts and how we can contribute to peace through our actions.

Learning and teaching ideas

Digital opportunities
Use tools like Popplet (popplet.com) or Padlet (padlet.com) to brainstorm, sort, and classify information.
Share notes or images through a cloud-based application.
Capture the process of the students making meaning of this content on video for the students to analyse later.

Apply social sciences skills
Ask questions about the past.
Compare the past and the present.
Find out information from selected printed and visual sources, textual and visual.
Identify different points of view.
TAKE ACTION

Purpose: For you and your students to undertake a purposeful, community-focused action designed to influence people’s ideas or behaviour

In the Take Action stage of the inquiry process, students find a way to share what they have learned with their communities. This stage should involve a high degree of student agency.

Turning ideas into actions helps students to recognise the value of what they have been learning. It will also help to strengthen the connections they have made between the First World War and their own lives.

Good planning is an essential component of this stage. The action needs to have a clear link to the focus of student learning; it also needs to be manageable. Students need to convince their peers that the action they are proposing is relevant and worthy of effort. Allow plenty of opportunities for them to exercise choice and negotiation.

For more information on the Take Action stage of the inquiry, see the First World War Inquiry Support guide: Years 1-8.

Key questions

- What action will bring about the change/outcome that we want?
- Who is involved?
- Who is going to do what and when?

Possible outcomes

There are lots of actions that students can take to share their learning. Some students may want to create something that is useful for them in managing conflict; others may wish to contribute to social, or even global, issues. They can also tap into existing First World War initiatives that encourage ongoing peace and connections.

Here are four examples of possible actions:

- Example 1: Students could create a series of stories that explore multiple ways of dealing with conflict, with different outcomes. Each story could be sensitively approached using something that has been experienced by people in the class, is inspired by a story in a book, or is based on a bigger global issue. Stories could be recreated as written narratives, short films, comic strips, or any other way that can be shared.

- Example 2: A resource that reinforces the school rules or behaviour expectations could be created to encourage a fresh look at the importance of these rules or behaviours. If the school doesn’t have resources such as a flow chart or system outlining suggested ways of dealing with conflict, they could be developed with consultation and input from other classes, teachers, and whānau. A restorative justice system could be developed to help reconcile people or groups who have been in conflict.

- Example 3: A class treaty or written agreement could be developed that outlines the ways that the class will work together towards a positive outcome. Structured debates and decision-making protocols could be implemented to ensure that the process is fair.

- Example 4: A school news channel, in print, in film, or online, could be created to report on current issues in the school and community. Key aspects of conflicts and the ways that resolutions have been found could be identified and highlighted for learning. Alternatively, a historical viewpoint could be taken to report on different parts of the First World War.
Resources

Planning template
This template can help students to plan a commemoration, focusing on developing their plan to achieve a desired outcome. See the First World War Inquiry Support Guide: Years 1–8 for more resources like this.
bit.ly/ISG-ActionPlan

Wellbeing@Schools
This website provides New Zealand schools with toolkits and surveys to review well-being in schools. The site provides suggestions for School Journal stories and articles that help learners to consider different perspectives on conflict and relationships:
bit.ly/WellbeingResources

The New Zealand Curriculum

NZC Key competencies
- Participating and contributing
- Relating to others
- Managing self

NZC Values
- Excellence
- Community and participation
- Respect
- Integrity

Themes
Peace and reconciliation
Design ongoing reflective practice in developing peaceful environments in our schools, families, and communities.

Learning and teaching ideas

Digital opportunities
Share the students’ outcomes through your class blog, or tell a digital story through video and photographs. Tools such as Little Bird Tales are very simple to use, or you and your students can create very elaborate stories with tools like iMovie.

Historypin allows students to share historic images and stories that relate to a specific place by posting links on a virtual map.

Apply social sciences skills
Compare the past and the present.
Create stories about the past.
LET’S REFLECT

Purpose: For students to reflect on what they have learned and evaluate their own inquiry processes

In the Let’s Reflect stage of the inquiry, students reflect, revise, and evaluate. Reflection should take place at each stage of the inquiry process; but at the end of the inquiry, students should spend time reflecting on the process itself: what went well, what they could have done differently, and how well their action or outcome showed what they learned. These can take the form of self, peer, or whole-class reflections.

During the Let’s Reflect stage, it’s useful to re-examine the ideas documented in the I Wonder stage. This gives students a reference point to see how far they have travelled in their learning journeys. They may also be able to identify some misconceptions or assumptions that they held at the start of the inquiry.

Students may like to share their reflections with members of the community who were involved in the inquiry or via a school blog. They can also share them with the wide community of learners, national and global, who are also exploring the First World War at this time. The students’ reflections and actions might inspire other schools to try something similar or to build on their ideas.

If the inquiry learning process is still relatively new for your class, use the Let’s Reflect stage to co-construct ways to adapt the process to better suit your class. You could also discuss ways to incorporate elements of the process into ongoing learning.

For more information on the Let’s Reflect stage of the inquiry, see the First World War Inquiry Support guide: Years 1–8.

Key questions

• What went well and what did not?
• What did we learn and what do we still wonder about?
• Where to from here?

The New Zealand Curriculum

NZC Key competencies

• Managing self

NZC Values

• Excellence
• Integrity

Learning and teaching ideas

Digital opportunities

Have students share their reflections in a group in Pond, and offer support to other classes who are going to do similar things.

Have the students review images and videos created during the inquiry and annotate them with comments.

Give the students a self-reflection and/or self-assessment form to complete, for example:

bit.ly/FWW-Reflection
bit.ly/CooperativeAssessment