

Rolleston

Christian School

Learning at Home

Term One, 2015

As we start our journey as a new school community the students are exploring their environment and their place in it. The students are also learning about who God is and how we are created in His image. The Learning at Home programme this term looks at these two areas in your context at home and in your community.

Over the term the children, with your support and guidance, need to choose activities to complete. You may complete these activities as a family or individual children can work on separate activities, this is your choice.

This programme is completely optional for children in Years One and Two, as they are often exhausted at the end of the school day, and have reading, and simple maths and writing work to complete too. Children in Years Three and Four are to complete 10 points worth of activities over the term and children in Years Five and Six are to complete 20 points worth of activities.

This term we have divided the choices into the five principles we are teaching the students about in regards to the types of behaviour we expect to see at Rolleston Christian School. Unless you are doing one of the big '20 point' projects, please encourage your children to choose from a variety of the RCS values.

How you choose to record some of these activities will be up to you, but please make sure they come to school in some way so we can celebrate with you and your children.

Some ideas for recording the children's work could include, but are not limited to –

- A scrap book that they record their projects in.
- A series of photos that show them completing the projects.
- A folder in Google Drive, where they upload projects to be shared.
- Posters that can be put up in the classroom block at school.

Towards the end of the term, once we have taught the children to use Google Aps, we will share a Google Doc with you that allows you to record which options you chose to complete, so we are able to help keep students accountable to the expectations.

Whanaungatanga

Whanaungatanga is about creating a sense of community and belonging. It is about looking out for those around us, accepting the support of these people too, and also being a part of what is going on.

2 Points	5 Points	10 Points	20 Points
Take photos of your family members and create a poster telling why each person is special/made in the image of God	Create a map of the area around your home. Give your map a code to show where different things are. Label the places that are special to you.	Ask Mum and Dad for a job you could do around the house to contribute. Do this job until the end of the term	Research your family history and create a family tree of your extended family.
Invite a friend over from school that you haven't had to play yet.	Look up at least 10 verses in the Bible that show you who God says you are. Record the verses and write a sentence about what these words mean to you.	Does your street have Neighbourhood Watch? Go and meet the people on your street and make a neighbourhood contact list. Find out how to start Neighbour Watch and organise the first meeting.	Identify an area of need in your community. Organise a working bee or a fundraiser to help this need and document your journey with photos and a journal.

Manaakitanga

Manaakitanga means to extend love. We can extend love to others through our actions and our attitudes. We can extend love to people by looking for the best in people and appreciating them.

2 Points	5 Points	10 Points	20 Points
Bake a cake and take it to a neighbour that you haven't met yet.	Surprise your family with an act of service and write about it.	Make a poster about your family and include positive characteristics about them and how you show you love them.	Organise for yourself a whole day to volunteer for a charity organisation that helps others and document this.
Offer to help at church for one service doing something like welcoming people or collecting the offering.	Write a thank you note showing appreciation of someone different every week for 4 weeks.	Pray for a person or a family for a whole month and keep a prayer diary or what you prayed and how God answered.	Choreograph and perform a dance to a Christian song about manaakitanga.
Clean out your toy box and donate the ones you don't want to a charity or someone who would appreciate them.	Write a daily gratitude diary for two weeks, focusing on the ways that people have shown manaakitanga to you.	Plan, shop and cook a meal for your family or friends. Create a visual menu explaining the dishes and why you chose them.	Find at least 10 passages in the Bible where it talks about God's love for us. Write or draw a reflection about what each of these passages means to you.

Kaitiaki

To be a kaitiaki means to be a guardian. We can be a kaitiaki of the beautiful creation that God has given us, and also of the amazing resources we have been blessed with here in New Zealand.

2 Points	5 Points	10 Points	20 Points
Plant a seed and look after it until it grows.	Adopt an area in your community to keep rubbish free e.g. a park, a road, street. Keep this area rubbish free for one month.	Interview your parents on their view of solar power and write a report on what happened.	Explore how your household uses water. Create two new systems your family can use to conserve water. Create a poster or video to encourage others to do the same.
Instead of taking the car, walk or bike or scooter instead!	Keep your room tidy for two weeks without Mum or Dad needing to ask you to clean anything up.	Write a report on one way that the Selwyn District Council is being eco-friendly.	Organise a family walk or hike for a whole day to explore nature. Include a budget, itinerary, points of interest and a menu.
Read Genesis Chapter 1 and draw a picture of God's creation.	Take a series of photos of different things in God's creation. Create a photo collage.	Take charge of your family's recycling for one month and with the goal of reducing your land fill rubbish.	Research and present the Māori history of the Selwyn area. Identify places of importance including those considered taonga and those tapu. Identify how we can show kaitiaki to these places.

Tikanga RCS

At RCS we believe that manners are important as a way to show respect to others. Tikanga means to act in the appropriate way. We are teaching students that different levels of manners are appropriate for different times and places.

2 Points	5 Points	10 Points	20 Points
Write a thank you card to someone for a present they gave you at Christmas.	Ask your parents one type of manners they would like you to use. Do this everyday for two weeks.	Interview your grandparents or great grandparents and ask them what types of manners they were expected to use. Create a visual representation about whether these are still important now.	We have a number of different cultures in our school. Research the types of tikanga that these cultures have and write a report on how we can respect these at RCS.
Make a list of all the ways you showed respect to others (on one day).	Choose a country and draw or write about one of their traditional customs AND learn how to say "Hello" in their language.	Write a song or poem or rap about respecting others and present/perform it at school.	Focussing on the Māori culture, investigate tikanga and what it means to Māori. Find 5 examples of how RCS can practice tikanga Maori in our school environment and give suggestions on how to implement this.

Rangatiratanga

Rangatiratanga means to be self managing in our behaviour and make choices of our own. Learning to make positive choices for our own and others' benefits is an important skill in life.

2 Points	5 Points	10 Points	20 Points
Visit the local library and take books out and be responsible for returning them on time .	Set yourself a goal on something you would like to achieve this term. Work towards your goal.	Find 10 wise sayings from the book of Proverbs that tell us why we should make positive choices. Explain why you like them, and illustrate them.	Think of your ultimate career. Map out a plan (starting from 2015) of how you can achieve this, identifying all the times you will have to make choices or decisions that could affect you achieving this goal. Present in a digital format of your choice.
Set yourself a goal for a week and stick to it!	Start your homework each day without needing to be asked for a week.	Reflect on a time you reacted badly to a friend or family member and write about a different way you have could reacted for a quicker positive outcome. Then make a chart and compare how your feelings, words and actions were the first time compared to how they could be next time if you do things differently.	
	Attend your chosen sports/ dance practices every week for the term.		Investigate restorative justice. How does this compare to traditional prison sentences? Discuss whether you think it will encourage people to make better choices for their future and present your findings at school.