

A Showcase of New Zealand 新西兰

English and social sciences based classroom investigations

Learning Areas: Social Sciences and English

Social Sciences: Identity, Culture, & Organisation. Economic World

- Gaining an understanding of the benefits New Zealand gains by showcasing its culture and identity to the wider world at an Expo.
- Learning how New Zealand can make economic gains by participating in international events such as the World Expo.

English: Reading; Viewing; Speaking; Writing, Presenting

- Using digital resources to research, devise and prepare presentations using the World Expo as a real-life learning context.

Best Suited to: Levels 3-4+ Links to: Visual Arts



NEW ZEALAND PAVILION – WORLD EXPO

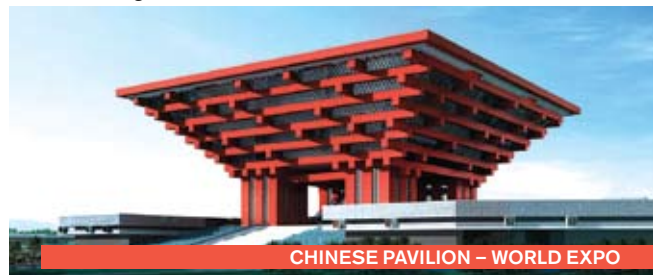
TEACHER NOTES

The World Expo 2010 opened in Shanghai on 1 May this year and runs until 31 October. The name Expo (exposition) and World Fair are interchangeable but Expo has been in common use since Montreal in 1967. The first World Fair was held in London in 1851. Today an Expo is a gathering of nations and companies from around the world, showcasing and promoting their country. This includes the arts, culture, inventions, commerce, industry, tourist gems – in fact all that is special about their country. In this unit we use the topic of the World Expo to motivate students to find out about Shanghai and China, and discover why it is important for New Zealand to showcase its identity and culture to the world.

WHAT IS AN EXPO?

- Pose this question to the students? What could they use to find its meaning? **eg**
 - *what does a dictionary say?*
 - *what does Google search tell us when we ask it?*
 - *what do our families think an Expo is?*
- Challenge students come up with a simple definition of an Expo?
- Do your students know that there is a World Expo being held this year?
- Do they know what city and country are hosting the 2010 World Expo? Have them type 'World Expo' into Google search to find where it is being held.
- Locate both the city and country using an atlas. Use the 'Fly to' feature of Google Earth to visit the site of the Expo at Shanghai.
- Did the students know that the country that hosts the Expo also invites countries from around the world to be present as well so they can share the special features of their country at the Expo – and that New Zealand is represented at this Expo?

- As a class discuss and list what they think New Zealand would share with the world. Can they give reasons why it is important for New Zealand to share these things with the world?
- Did they include the products we make and sell overseas? Did their list include our arts and culture? Did it include promoting New Zealand as a tourist destination? Discuss and give reasons why it is important for New Zealand to share these things with others.



CHINESE PAVILION – WORLD EXPO

THE IMPORTANCE OF THE THEME

- Do the students know that over half the world's population live in cities, and that these are huge cities. Print out the world city population table at: www.worldatlas.com/citypops.htm Are they surprised that New Zealand does not have any cities in the top 100 according to population? Where does Shanghai come in this list?
- Introduce the Expo theme '*Better Cities – Better Life*'. What do students think this means? Does the theme make more sense knowing the populations of major cities? Discuss.
- Have students brainstorm and share ideas on how cities can be made better for people to live in (a better life). Have them explore ideas such as: less pollution; more natural environment; helping different cultures blend in; attractive housing; transport; recreational opportunities ...

HISTORY OF WORLD FAIRS & EXPOS. STUDENT INTERNET RESEARCH PROJECT

Each World Fair and Expo since 1852 had its own special character and theme. Many new and exciting products such as: elevator; telephone; Ferris wheel; and movies were introduced to the world at Expos.

Have groups/individuals conduct online research and report back on the history and special character of past Expos at:

- www.expomuseum.com/history/ (select timeline)
- www.time.com/time/photogallery/0,29307,1986326_2132560,00.html (Visual pictorial history)

上海

at Shanghai World Expo 2010

New Zealand
TRADE & ENTERPRISE 



EXPLORING THE NEW ZEALAND PAVILION

- Introduce students to the theme of the New Zealand Pavilion – ‘Cities of Nature: Living Between Land and Sky’. Discuss how this relates to the main Expo theme and the Maori legend of Rangī and Papatūānuku.
- Explore the interactive New Zealand Pavilion online at: www.newzealandexpo2010.com > select **Visitor Experience**
Have students discover the following:
 - *what each section of the pavilion represents*
 - *the special sections that visitors will pass through*
 - *audio-visual effects to enhance the New Zealand story*
 - *what the rooftop garden tells visitors about New Zealand.*
- After exploring the other sections of the website, have students imagine they have just visited the pavilion. Have them list/ share what they have found out about our country and found out about us as people. Why would they want to visit New Zealand?

THE BASICS AND IMPORTANCE OF TRADE

- Have any students swapped something they have for something that they want, or done something in exchange for a person doing something for them? Why did they do this?
- Introduce the idea that in New Zealand we make and produce some products and services better than other countries and other countries do some things better than we do. Why does it make sense to sell what we do best to other countries and also buy from other countries what they do best, rather than every country trying to do everything itself? Do they know that we call this trade and trading? Tell students that China is a very important trading partner of ours. Can they find things at school or home that are made in China?
- What products and services do we sell (export) to China? Brainstorm a list, **eg** agriculture, forestry, education, tourism ...



New Zealand’s participation in World Expo 2010 is a whole-of-government project. New Zealand Trade and Enterprise is responsible for the overall management of the pavilion and the Ministry of Foreign Affairs and Trade, the Ministry of Economic Development, the Ministry for Cultural Heritage, and Tourism New Zealand will also play a role. www.nzte.govt.nz

- Develop the idea that the World Expo is a great opportunity to share what we do best with the world.
- Tell students that New Zealand was the first country to sign a free trade agreement with China. Introduce the concept of free trade and tariffs. What advantages will this have for New Zealand?



FINDING OUT ABOUT SHANGHAI AND CHINA

- What do your students currently know about the country, culture, languages and people of China? What do they know about the city of Shanghai? Introduce the idea that this is a great opportunity for a web research class project. <http://chineseculture.about.com> > select (browse topic) History of China > select Chinese History for Kids. (This website includes many aspects of Chinese culture, an extensive Teacher and Parent Guide and links to other sites.)
- Type Shanghai into Google Search and Images for research.
- **For information and advice about learning Mandarin contact:**
Dr Xi Han, Chinese National Adviser: email: chinese@ilanz.ac.nz

CONCLUDING ACTIVITIES

- Report back on what other pavilions are showcasing at: <http://en.expo2010.cn/documents/hqxc.htm> (for access)
- Have all students contribute material to a classroom wall display highlighting everything they have found out during their study of the World Expo. Share with other classes.
- Create a ‘digital journey’ of weblinks for the class/school website so others can explore the World Expo.
- Involve the whole class in planning, designing and creating your own classroom, school or district Expo to highlight and showcase all that is special about your school, classroom or district. Include: displays of work, special features, videos, photographs, posters, demonstrations, talks ...
- Run a class/school Expo day and invite other classes and parents to enjoy and experience your Expo.