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| **Chinese Zodiac Animal Wheel** |
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| Making a Chinese zodiac animal wheel |
| **Subject(s):** Design and Technology, Mathematics**Approx time:** 30 – 50 minutes |  | **Key words / Topics:** * Card
* Template
* Zodiac
* Lunar new year
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| Stay safe Whether you are a scientist researching a new medicine or an engineer solving climate change, safety always comes first. An adult must always be around and supervising when doing this activity. You are responsible for: • ensuring that any equipment used for this activity is in good working condition• behaving sensibly and following any safety instructions so as not to hurt or injure yourself or others  Please note that in the absence of any negligence or other breach of duty by us, this activity is carried out at your own risk. It is important to take extra care at the stages marked with this symbol: ⚠ |
| **Suggested Learning Outcomes**  |  |  |
| * To know the twelve Chinese zodiac animals
* To understand how graphic products are made
* To be able to make a Chinese zodiac animal wheel from card circles
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| **Introduction** |  |  |
| This is one of a series of resources that use seasonal events or celebrations to support the teaching of the primary national curriculum. This resource is designed to allow learners to use the theme of the lunar new year to develop their knowledge and skills in Design & Technology. It focuses on making and assembling a Chinese animal zodiac wheel from card. |
| **Purpose of this activity**In this activity learners will learn about cutting and assembling a simple graphic product. Learners will use a template to cut out the circle templates for the Chinese zodiac animal wheel and also learn about the twelve zodiac animals.This activity could be used as a main lesson activity, to teach learners about simple graphic products made from separate parts. Additionally, this could be used as an engagement activity to start a discussion about cultural traditions and how they originate. |
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| **Activity** |  | **Teacher notes** |
| **Introduction (5-10 minutes)**Teacher to explain that in the Chinese zodiac each year is represented by an animal with a different personality, and that learners are going to make a Chinese zodiac animal wheel from a template. **Making the Chinese zodiac animal wheel (20-30 minutes)**Teacher to demonstrate the steps shown in the teacher presentation and listed below:* Step 1⚠ – Safely cut the Chinese zodiac animal wheel templates.
* Step 2⚠– Make holes in the centre of each wheel using a sharp pencil and sticky tack.
* Step 3 – Join the inner and outer wheels together using a brass paper fastener. Turn the wheel and match the years.

Learners to complete each step to conduct the activity for themselves. The teacher presentation could be left on the whiteboard as a supporting guide as they do this.**Discussing the results of the activity (5-10 minutes)**Learners to discuss what personality type fits the zodiac sign of students, friends, or parents. |  | **Making a Chinese zodiac animal wheel activity**Print the activity sheet onto thin card and distribute to the learners. If paper is used, the sheets could be glued onto disposable card plates.The animals and their associated traits are:* Rat: Quick-witted, resourceful, versatile, kind
* Ox: Diligent, dependable, strong, determined
* Tiger: Brave, confident, competitive
* Rabbit: Quiet, elegant, kind, responsible
* Dragon: Confident, intelligent, enthusiastic
* Snake: Enigmatic, intelligent, wise
* Horse: Animated, active, energetic
* Goat: Calm, gentle, sympathetic
* Monkey: Sharp, smart, curious
* Rooster: Observant, hardworking, courageous
* Dog: Lovely, honest, prudent
* Pig: Compassionate, generous, diligent

Step 2 – Learners could use either sticky tack or an eraser to push the pencil into.**Discussing the results of the activity** Learners could discuss whether it is fair and reasonable to categorise people with traits in this way.  |
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| **Differentiation** |  |  |
| **Basic** |  | **Extension** |
| * Provide learners with pre-cut parts from the template sheet.
 |  | * Use the internet to investigate the different personalities of the zodiac animals.
* Learners could find out which animals represent their relatives.
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| **Resources** |  | **Required files** icon-docicon-pdficon-ppt |
| * Thin card
* Scissors
* Pencils
* Sticky tack
* Paper fasteners
 |  | icon-ppt Chinese zodiac animal wheel presentationicon-doc Chinese zodiac animal wheel handout |
| **Additional websites** |  |  |
| * **YouTube:** The myth behind the Chinese zodiac: <https://www.youtube.com/watch?v=may2s9j4RLk&t=74s>
* **YouTube** - CBeebies: Chinese New Year Zodiac Story: <https://www.youtube.com/watch?v=eVClAj8q_lY>
* Interesting facts about the Chinese New Year: https://www.kids-world-travel-guide.com/chinese-new-year.html and https://www.theschoolrun.com/homework-help/chinese-new-year
* BBC bitesize video about Chinese New Year: https://www.youtube.com/watch?v=7YA9fwm4s8M
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| **Related activities (to build a full lesson)** |  |  |
| **Starters** (Options) * Watch the video: **YouTube:** The myth behind the Chinese zodiac: https://www.youtube.com/watch?v=may2s9j4RLk&t=74s
 | **Plenary*** Discuss what went well and what could be improved
* Learners to discuss what personality type fits the zodiac sign of students, friends, or parents.
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| **The Engineering Context** film |
| * Engineers use templates and nets to make prototypes of products ranging from buildings to vacuum cleaners. Templates are also used to make most card-based packaging.
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| **Curriculum links**  |
| **England: National Curriculum**MathematicsKS2 Geometry* recognise, describe, and build simple 3-D shapes, including making nets.
 | **Northern Ireland Curriculum**KS2 – Mathematics and NumeracyShape and Space* build and make models with 3D shapes; create pictures and patterns with 2D shapes.
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| **Scotland: Curriculum for Excellence**Numeracy and MathematicsShape, position and movementMTH 2-16* through practical activities, I can show my understanding of the relationship between 3D objects and their nets.
 | **Wales: National Curriculum** MathematicsKS2 – Using geometry skills* construct solids from given nets.
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| **Assessment opportunities** |
| * Informal teacher assessment of practical skills through observation of learners.
* Formal teacher assessment of activity results.
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