

LEARNING ACTIVITY EXAMPLES	WHAT YOU NEED
TOPIC 1: WHO'S ON OUR \$5 NOTE?	
<p>ACTIVITY EXAMPLE</p> <p>Show the class a \$5 note. Do the students recognise the person on the note? What do the students know about the man on our \$5 note? Brainstorm what your class already know about Sir Ed Hillary and why he is a famous. The class can share ideas and knowledge as a class or in groups and record them on a poster or document. Students can reflect on this knowledge at the end and consider what they've learned. To record knowledge, stick the \$5 note on the whiteboard/poster paper and hand out sticky notes or coloured card for students to write ideas on and then stick on the poster.</p>	<p>\$5 note Wall space Large sheets of paper Sticky notes/coloured card Pens</p>
TOPIC 2: EXPLORING THE HIMALAYAN MOUNTAINS	
<p>ACTIVITY EXAMPLE</p> <p>Students carry out individual or group research. Can they find out the height Mount Everest? How does this compare to the highest mountains in New Zealand? Students can research in groups and record findings to share with the class. Can you think of some similarities and differences between New Zealand and Nepal? Can students think of two unusual or unique facts about New Zealand to share with friends in Nepal?</p>	<p>Internet access. GoogleEarth or a world map.</p>
TOPIC 3: ED'S JOURNEY TO THE TOP OR THE WORLD	
<p>ACTIVITY EXAMPLE 1</p> <p>Look together at the photos of the Everest expedition and read the story and notes. Ask students to discuss the following questions in groups and to present back to the class:</p> <ul style="list-style-type: none"> • From what you have learned about Mount Everest, can you suggest why Mount Everest is so hard to climb? • Who is in the famous photo of the reaching the summit? Are you surprised that Ed didn't get a selfie on the summit? • Why did Ed think it was pointless to ask the question who got to the top first? <p>ACTIVITY EXAMPLE 2</p> <p>Ask students to choose a moment of either Ed's or Tenzing's journey, perhaps the moment they were picked to attempt the summit, the night before their final journey to the top, or the moment they faced the world's TV and media. Consider how they might have felt and imagine what they might have been thinking about and then write a diary entry.</p> <p>Or role play Ed's arrival back in New Zealand to face the TV and newspaper reporters. One person plays Sir Ed and the others play the media - then swap.</p>	<p>Photostory and notes (provided)</p>

TOPIC 4: ARE WE THERE YETI?

ACTIVITY EXAMPLE 1

Watch the National Geographic clip of early Yeti sightings and read the story of the yeti expedition with accompanying photos. Students can research different representations of the yeti and see what more information they can find online. Use a graffiti wall to share favourite images or drawings of the yeti.

Internet access
Art materials
Wall space
Printer

ACTIVITY EXAMPLE 2

Read Dawa's story about her first day at Khumjung school, the first school built by Ed in the region. In groups, think about the following questions and report back to the class:

- What's different about school today from the school described by Dawa?
- What would you do if you didn't go to school?
- What do you think life would be like if you couldn't read and write – what would be difficult, would anything be easier?

Use a Padlet to collect and record ideas or use a poster and cards/sticky notes.

Dawa's story
(provided)

Padlet or poster and
cards/sticky notes

TOPIC 5: BURRA SAHIB - BIG IN HEART

ACTIVITY EXAMPLE 1

Learn more about the building of Lukla airport, sometimes referred to as the most dangerous airport in the world. Watch the YouTube clip talking about Ed and the local people working together to build the airstrip.

Internet access

ACTIVITY EXAMPLE 2

Create a visual timeline of Ed's projects in Nepal using the information provided and your own research.

TOPIC 6: LIFE IN THE MOUNTAINS

ACTIVITY EXAMPLE 1

Examine the photostory about Pemba's home. What is different about your own and Pemba's home and what is the same? Create a diagram of similarities and differences.

Photostory
(provided)

ACTIVITY EXAMPLE 2

Write a letter to Pemba to tell her about your family and your home. Explain to Pemba about any foods, places, or activities that you think might be different here in New Zealand.

Information sheet
(provided)

ACTIVITY EXAMPLE 3

Learn how to say Namaste and a few other key phrases. Work out your own Sherpa name using the Sherpa naming system.

Information sheet
(provided)

TOPIC 7: SCHOOL HOUSE IN THE CLOUDS

ACTIVITY EXAMPLE 1

Examine Lhakpa's photostory. What do Lhakpa and Pemba want to be when they grow up? What do you want to be when you grow up? Do you need to go to school to be able to do this? Do you think the jobs we choose are affected by where we live?

Lhakpa's photostory (provided)

ACTIVITY EXAMPLE 2

Make a video or photo story to describe your school day to students in Nepal.

TOPIC 8: WHAT MAKES A HERO?

ACTIVITY EXAMPLE

Ed was called a hero. But he never felt he was a hero. He said: *"You don't have to be a fantastic hero to do certain things. You can be just an ordinary person who is determined to reach challenging goals."*

Do you agree? Do you know someone, heard about or read about someone who has done something to help others? Who are they? What did they do? Why did they do it? Write about or discuss your thoughts and ideas with the class. Or, write a letter to the person they identify as helping others to thank them, whether it's a family member or a world leader.

TOPIC 9: JUST DO SOMETHING

ACTIVITY EXAMPLE 1

How did Ed being part on 1953 expedition have an impact on life for Dawa, Pemba, Lhakpa and others in the Himalayan region of Nepal? Create a poster to display your class ideas on Ed's legacy with his impact in writing, photos or drawings and a photo of Ed in the centre.

Poster
Wall space

ACTIVITY EXAMPLE 2

In Nepal, prayer flags are hung across high places such as mountain passes. Prayers are printed on the flags. It is believed that the wind and rain will carry the prayers to the gods. Make your own prayer flags with a personal message about a challenge you want to meet or a hope you have for the future.

How to make prayer flags (provided)

TOPIC 10: THE SUMMIT CHALLENGE

The Summit Challenge should be about demonstrating effort and teamwork, and offer a chance to take collective action to help others. That could mean taking on a challenge to funds for the Himalayan Trust's work in Nepal or helping out a local charity that's of interest to the students.