

SIR EDMUND HILLARY

A JOURNEY TO ADVENTURE AND HELPING OTHERS

INTRODUCTION

This aim of this education pack is to take students on a learning journey through the adventures of Sir Edmund Hillary and his legacy of helping others. The final stage of this journey will be for students to challenge themselves to reach a new goal and to make a difference through the School's Summit Challenge.

This resource supports students to learn about the importance of giving things a go, doing your best, and the value of helping others.

Students will explore the Himalayan region, learn about daily life for children of a similar age living in the region, and think about the role of education in all our lives.

Ideas for curriculum-aligned learning experiences, including teacher-and student-support materials, are provided in the education pack. The education pack is aligned to the learning area of social sciences and is targeted at Level 3 and 4 of The New Zealand Curriculum. In line with the social studies curriculum, this education pack will support the students to develop the knowledge and skills to better understand, participate in, and contribute to the local, national, and global communities and learn about people, places, cultures and histories, within and beyond New Zealand.

LINKS TO THE NEW ZEALAND CURRICULUM: SOCIAL SCIENCES

LEVEL 2

- Understand how time and change affect people's lives.
- Understand how places influence people and people influence places.

LEVEL 3

- Understand how cultural practices vary but reflect similar purposes.
- Understand how people view and use places differently.
- Understand how people make decisions about access to and use of resources.

LEVEL 4

- Understand how exploration and innovation create opportunities and challenges for people, places, and environments.
- Understand that events have causes and effects.
- Understand how people participate individually and collectively in response to community challenges.

LEVEL 5

- Understand how the ideas and actions of people in the past have had a significant impact on people's lives.



VISION

The vision of this education pack is to use Sir Edmund Hillary's example to inspire young New Zealanders to:

- appreciate the value of giving things a go and working together;
- do their very best and work hard to achieve their goals;
- help others and actively contribute to the well-being of the local and global community;
- embrace a spirit of adventure!

VALUES

Inquiry, curiosity, excellence, cultural diversity, participation, perseverance, respect for others and their views, beliefs and cultures, social justice, cooperation, common good, compassion and empathy.

LEARNING OUTCOMES

Students will be able to:

- Describe who Sir Edmund Hillary is and why he is a celebrated New Zealander.
- Identify the similarities and differences of life in Nepal and New Zealand.
- Describe the way of life for people living in the Everest region.
- Consider how geography and environment affect people and their way of life.
- Use online tools to display and track their learning.
- Identify how people from another country view, use and represent their places differently.
- Explore and understand how we can influence and change people and places.
- Understand about gratitude and giving back to those who help us.
- Demonstrate an understanding of teamwork and how to contribute to bring about change.

KEY COMPETENCIES

The activities in this resource encourage the key competencies stated in the New Zealand curriculum, in particular:

THINKING

- Collecting, organising and analysing information.
- Generating, identifying and assessing opportunities.

PARTICIPATING AND CONTRIBUTING

- Working with others and in teams, contributing as a group member.

MANAGING SELF

- Encouraging self-motivation, a "can-do" attitude, setting and meeting a personal challenge.

RELATING TO OTHERS

- Working in teams effectively, listening to others, sharing ideas.

SHARE YOUR WORK AND YOUR SCHOOL'S SUMMIT CHALLENGE

The Himalayan Trust would love students and teachers to share their feedback, comments, experiences, pictures, photos, letters and ideas with us.

Before you start your School's Summit Challenge, please let us know at info@himalayantrust.org what Challenge you and your students have decided to do so we can share it online and celebrate the difference New Zealand schools are making right across the country thanks to Sir Edmund Hillary's inspiration!

Please contact us at info@himalayantrust.org to find out more.

TOPIC 1: WHO'S ON OUR \$5 NOTE?

Students will brainstorm their current knowledge of Sir Edmund Hillary and map out what they would like to learn and questions they have. Students will build the foundations for learning about who Sir Edmund Hillary is and why he is a celebrated New Zealander.

ACTIVITY 1

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 Edmund Hillary and why he's famous. The class can share ideas and questions as a class or in groups and record them on a poster. Stick the \$5 note on a whiteboard/poster paper and write on feedback from students. Or hand out sticky notes/coloured card for students to write their ideas on and then stick on the poster. Students can reflect on this knowledge at the end of the journey and consider what they have learned.

ACTIVITY 2

The class read together *First to the Top* by David Hill and Phoebe Morris. Update the knowledge poster/whiteboard with facts learned from the book and add any new questions and areas of interest for further research.

\$5 note, large sheets of paper, sticky notes/coloured card, pencils and pens

First to the Top
by David Hill and
Phoebe Morris.

[www.penguin.co.nz/
books/first-to-the-
top-
9780143506874](http://www.penguin.co.nz/books/first-to-the-top-9780143506874)



TOPIC 2: EXPLORING NEPAL AND THE HIMALAYAS

Students will explore Nepal, discover the geography of the Himalayan region and make comparisons with the geography of New Zealand. Students will start to consider how geography and environment affect people and their way of life.

ACTIVITY 1

Find out what students already know about Nepal and Mount Everest. Have a world map available or access to Google Earth or Google Maps. Can the students find Nepal on a map? Can they find the Himalayas and Mount Everest? Students then carry out research on Nepal and the Himalayas using the *Let's explore Nepal* worksheet or based on their own interests and ideas.

Access to a world map or online maps

Handout 1: Let's explore Nepal

Handout 2: 10 Fast Facts!

Access to [kahoot.com/](https://www.kahoot.com/)

Video: Getting started with Google My Map www.youtube.com/watch?v=pFEULZKt1SE&t=1s

Handout 3: Create your Google My Map

ACTIVITY 2

Review the facts and information learned in Activity 1 and then share the *10 Fast Facts* handout with the students. Drawing on this new knowledge about Nepal and the Himalayas, students can work in teams to create their own quiz using Kahoot Question builder and try it out with the class.

ACTIVITY 3

Students create their own Google My Map to track their learning as they progress through the topics. Students can add place markers to show the places and mountains they have discovered so far. The Google My Map can be updated at the end of each topic to include any new discoveries. Students can also add images and information to their Google My Map to record their learning. The Google My Map worksheet has suggestions as a start but encourage the students to add as many places and as much information as they can.

EXTRA ACTIVITIES

MATHS ACTIVITY: Create a chart to display the different heights of mountains in New Zealand and Nepal.

ART ACTIVITY: Make torn paper pictures of mountains. For ideas see www.makeandtakes.com/creating-torn-paper-landscapes

MATHS/ART ACTIVITY: Make a Nepali flag or design and draw your own flag. See www.youtube.com/watch?v=2mmdFsO2DAI

TOPIC 3: ED'S JOURNEY TO THE TOP OR THE WORLD

Students will learn more about the 1953 Everest expedition and consider the importance of others involved in the expedition and the value of teamwork. Students will also think about fame, its power and impact. Students will learn how a shy boy from rural New Zealand worked hard to become the world's greatest mountaineer.

ACTIVITY 1

Look together at the photo story *Climbing Mount Everest* and watch the video Hillary Returns <https://www.youtube.com/watch?v=o7FC9L56nmU> (0.00 to 1.38 min) and/or Hillary and Tenzing climb Everest <https://www.youtube.com/watch?v=X4egTHmDYho>. In groups or on their own, ask students to answer the questions in handout 1 *Ed on Everest*.

Photo story: Climbing Mount Everest

Video: [Hillary and Tenzing climb Everest/Hillary Returns](#)

Handout 1: Ed on Everest

ACTIVITY 2

INDIVIDUAL ACTIVITY: Ask students to choose a moment of either Ed or Tenzing's journey, perhaps the moment they were picked to attempt the summit, the night before their final journey to the top, when they reached the summit, 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. Or,

GROUP ACTIVITY: Students can role play the moment Ed and Tenzing face the world's TV and media. Two people play Ed and Tenzing while the others are the media – then the group can swap roles. Consider how Ed and Tenzing might have felt and imagine what questions the media might ask.

ACTIVITY 3

Ed suddenly became one of the most famous people in the whole world.

GROUP DISCUSSION: What do you think it would feel like to become famous overnight? What would you do next? Or,

WRITE IT UP: You have become famous overnight. How does it feel? What will you do next?

ACTIVITY 4

Read together as a class *From a shy, non-sporty boy to the world's greatest mountaineer*. Ed described himself as: "A small, shy, and rather lonely child." He says he often felt inferior, especially when it came to sports.

Handout 2: From shy boy to the world's greatest mountaineer.

GROUP DISCUSSION: Does it surprise you that Ed was small and shy as a young boy? Why do you think he feels inferior? If you could meet young Ed, what would you tell him? Or,

GROUP ACTIVITY: Role play in groups with one person taking the role of young Ed and the remainder are his friends and/or family. Friends and family can talk to young Ed about why he feels inferior and give him advice for the future. Students can take turns at playing the role of a young Ed.

EXTRA ACTIVITIES:

Physical education: Learn more about team work with a team game from Sparklers such as www.allright.org.nz/tools/sparklers/loop-de-loop/.

Class activity for celebrating the process of trying new things, making mistakes and persevering. www.allright.org.nz/tools/sparklers/my-amazing-brain/

TOPIC 4: ARE WE THERE YETI?

Students will learn about Ed's next adventure to hunt for the Himalayan Yeti. Students will learn how and why Ed began his work helping improve life for his friends in the Himalayas during this expedition. Students will consider why building a school was so important and start to think about the value of education.

ACTIVITY 1

Read together the photo story *Are we there Yeti* and watch the video clip of early Yeti sightings www.youtube.com/watch?v=LZnAo_2cpYY. Ask students to 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.

Photo story: [Are we there Yeti?](#)

Video: [Hunt for the Yeti](#)

ACTIVITY 2

Ed's love of adventure extended even to the world of ideas. When others dismissed the idea of the Yeti, Ed decided to go and look for it himself. The legend of the Yeti continues to live on to and sightings are still reported today. Ask students to investigate recent news and evidence of Yeti sightings and whether they believe the Yeti might exist? Discuss in groups and report back to the class or write a short article on whether the Yeti might exist and/or whether we should keep looking for evidence.

ACTIVITY 3

The teacher reads with the class Dawa's story on handout 1 *The first day at school*. Split students into groups and ask them to discuss the following questions and report back to the class:

Handout 1: [The first day at school](#)

- Why do you think Ed's friends in the Himalayas asked for a school?
- Do you think it's important that you go to school?
- 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 more difficult? Would anything be easier if you couldn't read and write?

EXTRA ACTIVITY:

Talk to an older family member about the kind of school they went to. What was different about school then and now? Find out three key differences and share with the rest of the class.



TOPIC 5: BURRA SAHIB - THE GREAT MAN

Students will learn more about Ed's work to help his friends in the Himalayas, including building schools, hospitals and the famous Lukla airport. Students will consider why this work was so important to Ed.

ACTIVITY 1

Take a look at the *Timeline of Ed's help in Nepal* and the photos. In groups or as a class, create a visual timeline of Ed's projects in Nepal using the information provided and student's independent research. Students could use posters, illustrations, Scratch animations, Word or PowerPoint presentations. Or students could use Tiki-Toki, a web-based software for creating interactive timelines that can be shared online.

Handout 1: Timeline of Ed's help in Nepal

Photo collection: Ed's help in Nepal

Access to www.tiki-toki.com/

Video: [Lukla airport](https://www.youtube.com/watch?v=e-ck38vIhGs)

Refer to the handout:
Create your Google My Map

ACTIVITY 2

Learn more about the building of Lukla airport, sometimes referred to as the most dangerous airport in the world. Watch the video clip about Lukla airport www.youtube.com/watch?v=e-ck38vIhGs, in particular between 6-8 minutes where it talks about Ed and the local people working together to build the airstrip. Students can update their Google My Map with some of the schools and hospitals built by Ed, as well as Lukla airport.

ACTIVITY 3

Ask students why they think it was so important to Ed to help his friends in the Himalayas. Students can write out some key words and phrases that describe why Ed wanted to help his friends in the Himalayas and add these to the visual timeline you made in Activity 1.



TOPIC 6: LIFE IN THE MOUNTAINS

Students will research the daily life and family life for similar-aged children living in the Himalayan region of Nepal today. Students will identify some similarities and differences of life, school, food and cultural practices in Nepal and New Zealand.

ACTIVITY 1

Ask students to examine the photo collection *Meet Pemba and her family* and read with the teacher the story on Handout 1: *Story: Meet Pemba and her family*. Students can answer the questions on handout 2 and complete the Venn diagram to display all the similarities and differences between their own home and Pemba's home.

Photo collection:

Meet Pemba and her family

Handout 1: Story:

Meet Pemba and her family

Handout 2:

Worksheet: Meet Pemba and her family and venn diagram

Refer to the handout:

Create your Google My Map

Handout 3: Sherpa

names and say Namaste

Handout 4:

Kai in the sky

ACTIVITY 2

Students can explore the Himalayan region using a map of Nepal or preferably, using Google Earth and Google Street View. Ask students to explore and research some of the villages in the Himalayas such as Lukla, Phakding, and Namche Bazaar. Can students find photos? What similarities and differences do they see? Students can update their Google My Map using suggestions in the Google My Map worksheet and their own research and findings.

ACTIVITY 3

Using handout 3, students learn how to say Namaste and a few other key phrases and work out their own Sherpa name.

ACTIVITY 4

Using handout 4 *Kai in the sky*, find out more about food in the Himalayas. Ask students to think about whether what we eat in New Zealand's has been influenced by where we live and what is available?

ACTIVITY 5

Ask students to write a letter to Pemba and her classmates Write a letter to explain about your own family and your home. What do you do in the morning before school? What do you like to have for breakfast? How do you get to school? Make sure students explain to Pemba about foods, places, or activities that they think might be different here in New Zealand.

EXTRA ACTIVITIES:

Students could try out some local delicacies! Here are recipes for *dahl bhat tarkari* mycookingjourney.com/dal-bhaat-tarkari-national-dish-of and momos delishably.com/appetizers-snacks/How-to-cook-dumplings Watch this video of kids making momos and give it a try. www.youtube.com/watch?v=kUoZv-FmkAg

TOPIC 7: SCHOOL HOUSE IN THE CLOUDS

Students will research more about school life for similar-aged children living in the Himalayan region of Nepal today, many of whom attend schools built by Ed. Students will expand on their learning about the similarities and differences of life and school in Nepal and New Zealand.

ACTIVITY 1

Read together the story on Handout 1 *Meet Pasang and Nima* and look at the photo collection of journeys to school, playtime and classrooms. Discuss what is different and what is the same about the school day in Nepal and New Zealand. Ask students to complete the Venn diagram chart on handout 2 to display their findings.

Handout 1: Meet Pasang and Nima

Photo collection: Journeys to school, playtime and classrooms

ACTIVITY 2

Ask students to create a tally chart of how they get to school. Record journeys to school on good and bad weather days – is there a difference? Discuss how students would feel about living in a hostel at school versus walking a long way to school – can students think of positives and negatives for each? Ask students what they would choose and make a graph to display how many people choose to stay at the hostel and how many choose to walk to school.

Handout 2: Venn diagram: Comparing school in New Zealand and Nepal

ACTIVITY 3

Ask students to find Chaurikharka and Everest Base Camp and add them to their Google My Map.

Refer to the handout: Create your Google My Map

ACTIVITY 4

What do Pasang and Pemba (from Topic 6) say they want to be when they grow up? Ask your students to discuss what they want to be when they grow up. Do they need to go to school to be able to do this? Are the jobs people choose affected by where they live?

ACTIVITY 5

Having learned about daily life and school life in the Himalayas and thought about similarities and differences between New Zealand and Nepal, students can use this knowledge to make a group or class video or photo story about their school and/or school day. Make sure students think about what children of their own age in Nepal might find interesting or different. Encourage students to make the story as personal and as unique as possible.

Laptop with PowerPoint and camera to make a photo story. Or iPad, camera or other recording device to make a short video.

TOPIC 8: WHAT MAKES A HERO?

Students will consider what makes a hero and discuss some of Ed's most famous quotes.

ACTIVITY 1

Ed never felt he was a hero. He famously 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."*

Discuss together as a class or in groups:

- What does the word "hero" mean?
- What makes someone a hero? Is it certain characteristics or something they have done?
- Why do you think Ed didn't like to be called a hero?
- Do you think Ed was a hero? If not, can you think of a better word to describe Ed than hero?

ACTIVITY 2

Ed's most famous quote is: *"It's not the mountain we conquer, but ourselves."* What do you think he meant? Ask students to think up their own quote to inspire others and present it creatively.

ACTIVITY 3

Ask students to think about whether they know someone, have heard or read about someone who has done something to help others? Who are they? What did they do? Why did they do it? Ask students to write about it, discuss with the class, or create a poster or collage.

Or,

Ask students to write a letter to the person they identify as helping others to say thank you – it could be their Mum or Dad, or a world leader. Younger students could create thank you cards allright.org.nz/tools/sparklers/sneaky-thank-you-cards/

EXTRA ACTIVITY

Can students find out what khata are? What do they mean and why are they important? Do we have an equivalent here in New Zealand? The class can make a khata for each student. Think about what makes each person special and why they deserve to receive a khata. Or students can make a khata and present it to someone they would like to thank.

For more info. see the Background notes for teachers

TOPIC 9: DO SOMETHING

Students will think about whether the actions of one person can have an impact and think about how we can work together to tackle challenges.

ACTIVITY 1

Ed said: *“If you have plenty – more than enough – and someone else has nothing, then you should do something about it.”* Ask students to consider: how did Ed being part of 1953 expedition impact on life for Dawa, Pemba, Pasang – and everyone in the Himalayan region of Nepal? Create a poster to display Ed’s legacy. Place a photo of Ed in the centre of the poster and in writing, photos or drawings, add to the poster examples of his legacy and his impact in Nepal and New Zealand.

Poster/Whiteboard and printed photo of Ed.

ACTIVITY 2

For inspiration as students start to think about their legacy and the School’s Summit Challenge, watch *For the heroes: A pep talk from Kid President* www.youtube.com/watch?v=tgF1Enrgo2g

Video: [For the heroes](http://www.youtube.com/watch?v=tgF1Enrgo2g)

ACTIVITY 3

Ask students to think about the meaning of a legacy. Use handout 1 to help students think about some of Ed’s most important life accomplishments. Students can then think about their own hopes for their personal legacy this year and what they might need to do to accomplish it. This activity can also help students begin to think about the School’s Summit Challenge.

Handout 1:
What is a legacy?

EXTRA ACTIVITY

Ask students to research or learn more about the colours and symbols on the prayer flags. Next, students can make their own prayer flags with messages about a future legacy – perhaps a personal challenge/dream/hope for the future or a legacy they want to leave. For more information see www.bodhikids.org/prayer-flag-activity/

For more info. see the background notes

TOPIC 10: THE SCHOOL'S SUMMIT CHALLENGE

The students will decide on a School's Summit Challenge that involves challenging themselves and helping others. Students will learn how they can take action to make a difference in the world and contribute to bring about change.

ACTIVITY 1

Step 1: Brainstorm with your students three to five ways you can make a difference in your community, in Nepal, or in the world, as part of the School's Summit Challenge. Ask students to think about how they can challenge themselves and help others as Ed did. That could mean volunteering time, or raising funds for the Himalayan Trust's work in Nepal or for a local charity that is of interest to the students.

Step 2: Split the class into small groups. Ask each group to choose one idea for the School's Summit Challenge and to complete handout 1, the School's Summit Challenge Proposal.

Step 3: Each group presents their chosen School's Summit Challenge idea to the class.

Step 4: Once you have heard all the presentations, discuss the pros and cons of each idea.

Final step: Based on your discussions, decide on the School's Summit Challenge that you will take on as a class and use handout 2 to create your School's Summit Challenge Poster.

Handout 1: School's Summit Challenge Proposal

Handout 2: School's Summit Challenge Poster

ACTIVITY 2

It's time to take on your School's Summit Challenge!

This year on May 29, 2018, marks the 65th Anniversary of Ed Hillary and Tenzing Norgay's historic ascent of Mt Everest. We are encouraging schools to do their School's Summit Challenge around this time to help celebrate this special anniversary.

Before you start your challenge, let us know at info@himalayantrust.org what you and your students have decided to do so we can share it online and celebrate the difference that schools across New Zealand are making thanks to Sir Edmund Hillary's inspiration!

REVIEW AND SHARE WITH US!

Review your learning with the class. Students could create a display about Sir Ed, Mount Everest and Nepal using materials, books, drawings to share with school community. You could share what you have learned about adventure, courage and kindness. Or what you have found out about the role of school and education in your life and your future.

We would love students and teachers to send us pictures, photos, letters, experiences and ideas so we can share them with the schools we work with in Nepal, our supporters and other schools in New Zealand.

USEFUL LINKS AND FURTHER INFORMATION

VIDEOS

Mount Everest Fun Facts www.youtube.com/watch?v=QqkgKHu1gt0

The Himalayas from 20,000ft www.youtube.com/watch?v=-hTVNidxg2s

The view from the top www.airpano.ru/files/Everest-Top-View/2-2

360 degree view from Solukhumbu [Solukhumbu video on Facebook](#)

www.youtube.com/watch?v=X4egTHmDYho

Hillary returns www.youtube.com/watch?v=o7FC9L56nmU

Everest facts www.youtube.com/watch?v=QqkgKHu1gt0

Everest from 20,000 ft www.youtube.com/watch?v=-hTVNidxg2s

National Geographic: The Yeti hunt www.youtube.com/watch?v=LZnAo_2cpYY

Lukla water video www.youtube.com/watch?v=4ru-kiXFDvI

Interesting old footage from early 60s: www.youtube.com/watch?v=K3ZlhIEUJYo

Lukla airport www.youtube.com/watch?v=e-ck38vlhGs

Amazing Lukla video www.youtube.com/watch?v=yjx-bwrXc7w

Nepal wildlife: Brown bear and other animals www.youtube.com/watch?v=r8Mad1h9_9Q

Nepali songs and music: Nepali songs for children www.youtube.com/watch?v=7FFzY_JLMi8

Himalayan folk music www.youtube.com/watch?v=iEqnZ56Ejng

www.youtube.com/watch?v=cAb93ukxWi8

www.youtube.com/watch?v=IX21CB-gw2U

FURTHER READING FOR STUDENTS

WEBSITES

nzhistory.govt.nz/keyword/edmund-hillary

teacher.scholastic.com/activities/hillary/

BOOKS

Sir Edmund Hillary: To Everest and Beyond by Whitney Stewart,

Sir Edmund Hillary and the People of Everest by Cynthia Russ Ramsay

FURTHER READING FOR TEACHERS

WEBSITES

himalayantrust.org/

nzhistory.govt.nz/keyword/edmund-hillary

VIDEOS

www.nzonscreen.com/title/holmes-the-sherpas-1991

www.nzonscreen.com/title/sir-edmund-hillary---encounter-1976

BOOKS

Sir Edmund Hillary: An Extraordinary Life by Alexa Johnston

Edmund Hillary A Biography by Michael Gill

View from the Summit: The Remarkable Memoir by the First Person to Conquer Everest by Sir Edmund Hillary

High Adventure by Sir Edmund Hillary

Beyond Everest by Edmund Hillary

Himalayan Hospitals by Mike Gill

Outdoor Appetite (recipe book with Nepali dishes, personal stories and archive photos)