



English Numeracy Enhanced Plan

100% Pure New Zealand

Context

This sequence of learning explores how visual and verbal techniques can be used humorously in satire when there is a shared understanding of how an idea is communicated. The activities cater to ākonga in Year 10 but can be adapted for ākonga in Year 11.

Numeracy connections

Operations with Numbers

- » Identify where percentages are used to persuade an audience of a specific perspective.
- » Interrogate claims in written texts that are made using mathematical arguments by engaging in mathematical calculations.

Prior Learning

This lesson requires ākonga to understand visual and verbal features such as colour, layout, font, and language features. Language features include parallel structures, rule of thirds etc.

Achievement objectives

Years 9-10 English Curriculum

Understand

- » Language and literature give us insights into ourselves and others.
- » Communication depends on shared codes and conventions.

Know

- » Ngā whāinga me ngā hunga mā rātou ngā tuhinga | Text purposes and audiences
 - All text creators have biases, which may undermine or enhance their intended purposes. These biases may not be immediately apparent to them or their audience.
- » Ngā āhuatanga reo | Features and structures of language
 - Language works at both denotative and connotative levels. There is a gap between the language we choose to convey an idea and how the idea is understood. Our language choices and how we interpret language can reveal our values and beliefs.

Do

- » Te tātari arohaehae | Critical analysis
 - Act on new understandings resulting from my critical analysis to affirm or resist how a text positions me or others.

**1**

Activity 1: Sequence of learning

60 min

100% Pure New Zealand

This activity explores the phrase “100% Pure New Zealand” and its meaning from a branding and mathematical perspective.

Display the 100% Pure New Zealand logo on screen.



Ākonga **discuss** in pairs:

- » the purpose of the logo and its intended messaging
- » the target audience for the logo.

As you **circulate** the class to support ākonga, you may scaffold ākonga in their discussion, by directing them to look for connections within the logo and considering:

- » the impact of logo composition through font, font size, colour use, and graphics by asking for immediate observations that they may feel are obvious, but can provide significant insight
- » the connotations of the phrase “100% Pure” and experimenting with tone to alter the possible connotations.

Use the ākonga discussions to develop a brainstorm of ideas. Ākonga can share their ideas by:

- » writing post-its that are placed on a wall or board in the classroom
- » recording their thoughts on a digital platform that can be displayed on screen
- » sharing their thoughts with you to place on the board. This can allow you to model good note-taking skills by asking clarifying questions that summarise ākonga conversation.

Ākonga organise this brainstorm into themes by grouping like ideas together, then titling them appropriately. This will encourage learners to look for connections and similarities.

From within their brainstorm, focus on the phrase “100% Pure New Zealand”.



1 Activity 1: Sequence of learning (continued)

Have ākonga develop a collage that:

- » defines the word “pure”.

Encourage ākonga to seek different definitions of pure, such as asking Chat GPT, using the Oxford dictionary, or drawing from ideas in Google Images. Ensure ākonga note the source they use in their collage for each definition. Discuss the validity of the methods ākonga choose to engage in, and how even less reliable sources of data can support the development of ideas alongside more reliable sources of data.

Numeracy connection: *Ākonga evaluate statements made by others. They discuss the validity of the data and consider any biases that may be within the data.*

- » defines 100% and provides examples of how 100% can be represented

Activity note: *Ākonga explore the definition of 100% mathematically (100% is equal to one whole) and in everyday language (100% can mean absolutely certain or the whole amount).*

Ākonga may use image searches, mathematical texts (including their own notes), or dictionary definitions to find representations of 100%. If an online image search engine is used, it is recommended that ākonga use “100 percent” rather than “100%”, as the search engine may struggle with the % symbol.

You can scaffold ākonga understanding by encouraging them to compare visualisations of 100%. They may begin this exploration by illustrating that percent means “out of 100” and use examples to express 100%.

For example, 100% of \$50 = \$50, but 100% of \$15 = \$15. While the amount 100% differs in these contexts, the 100% is relative to the whole amount being expressed.

- » connects these definitions to the phrase “100% Pure New Zealand”
 - In this context, the phrase “100% Pure” is a tautology. By stating New Zealand is pure, the 100% is implied. Any other percentage of purity would undercut the message of the brand.

Numeracy connection: *Ākonga identify the need to use mathematical and statistical thinking in this context to have richer conversations. They explore the concept of 100% and how this can be represented in different ways.*

Have ākonga **reflect** on their collage relative to the ideas they presented in the brainstorm. Ask them if they would like to:

- » edit any ideas in the class brainstorm
- » add any ideas in the class brainstorm
- » remove any ideas in the class brainstorm.



If You Seek

This activity immerses ākonga into the 100% Pure New Zealand campaign. Ākonga analyse the videos as a persuasive text, including language features that are used to convince viewers to visit Aotearoa New Zealand.

Share one of the [If You Seek](#) videos from 100% Pure New Zealand for ākonga so they can access this from their own device.

It is recommended that you select a video that has locations ākonga in your class are familiar with. This allows ākonga to draw on their own experiences, knowledge, and history of the area.

Ākonga **reflect** on their initial thoughts and themes around the phrase “100% Pure New Zealand” given the new information they now have available. In pairs, ākonga **discuss** in the context of the ad:

- » the purpose of “100% Pure New Zealand”
- » the target audience
- » the visual and verbal techniques used to appeal to the target audience
- » the literary techniques used to provoke specific emotions.

As you circulate, encourage ākonga to:

- » justify their thoughts using the visual or verbal aspects of the text by re-watching, pausing, and replaying the video
- » connect the video to their impressions of “100% Pure” from Activity 1.

Numeracy connection: *Ākonga can explain the reasonableness of their responses. While this is not a mathematical context, it supports their development of a key idea in the numeracy standard where ākonga explain the reasonableness of mathematical and statistical responses*

You may wish to **model** how ākonga should justify their thoughts in this context.

For example, ākonga might observe that the video is designed to encourage people to visit this location. This is because the video has the phrase “If You Seek” at the end. The letters are like windows that the viewer can see through. It draws them to seek the adventure or connection themselves. The font of the letters is easy to read so the viewer is not distracted.

Have ākonga use the class brainstorm, collage, and discussions for If You Seek to **compose a response** to the prompt Explain how the techniques in an *If You Seek* video supports the idea of “100% Pure New Zealand”.

Literacy connection: *Ākonga scaffold their writing by focussing on language. They brainstorm vocabulary, phrases, and sentences before starting a writing task.*



The Controversy

This activity focusses on the controversy in the 100% Pure New Zealand campaign and explores the way in which facts and figures can be used to persuade audiences of certain perspectives.

The 100% Pure New Zealand campaign was developed in 1999. It has attracted controversy at various times throughout its use both nationally and internationally. The following articles pose some of the issues identified with the 100% Pure New Zealand brand:

- » [Environment Election 2017: Is 100% Pure New Zealand a big lie?](#) (Stuff, 2017)
- » [New Zealand's troubled waters](#) (ABC Australia, 2021).

You may wish to read through each article first to determine which one is most appropriate to use with your ākonga — or provide the options to your ākonga.

Provide the headline to ākonga and state that this article is in response to the 100% Pure New Zealand brand. Ākonga use this headline to **predict**:

- » the content of the article, including keywords they would expect within it
- » the perspective that is likely to be taken about New Zealand relative to the phrase “100% Pure New Zealand”
- » the method the author will use to convince readers they are correct.

Literacy connection: *Ākonga read critically across texts. They are in the habit of predicting the audience, purpose, and content of texts they are about to read, and evaluate those predictions as they read.*

Ākonga read the selected article and **highlight** words or phrases that they think:

- » require more clarification for their understanding

For example, the term “greenwashing” may be unfamiliar to ākonga but is integral to understanding the point the article(s) are making about the 100% Pure New Zealand campaign.

- » are significant to the message of the article

Ākonga may compare the phrases they have highlighted with their predictions earlier in this activity and reflect on the ways in which the article’s message can be more or less powerful when an idea is framed in a specific way.

- » can be used as evidence to support the article’s messaging, including mathematical and statistical figures.

Activity 3: Sequence of learning (continued)



Ākonga select a paragraph that uses mathematical or statistical figures as evidence that supports the message of the article. They:

- » identify the paragraph of interest

For example, in the article for [Environment Election 2017](#), the following statement is made:

“And he [Tourism New Zealand chief executive Stephen England-Hall] says the latest survey of 9000 international visitors showed they were happy with their experience, with 96 per cent saying the environment met or exceeded their expectations.”

- » analyse the facts and figures used in the paragraph, by drawing on mathematical knowledge

96% of international visitors is the same as saying 8 640 international visitors. The calculation for this is 96% of 9 000 or $96 \div 100 \times 9\,000 = 8\,640$. The percentage (96%) was used rather than the raw value (8 640), because the percentage is more easily understood.

If 96% of international visitors said the environment met or exceeded expectation, it means that 4% were not happy. While 4% seems small, that is still 360 ($4\% \text{ of } 9\,000 = 4 \div 100 \times 9\,000$) people who have not had their expectations met.

If the survey this data comes from is self-selected, only people with strong opinions may engage, or if the survey is provided after a tour, this may represent a specific group of international tourists. The group collecting the survey data may also be seeking specific responses and can unintentionally phrase questions such that they encourage survey takers to respond more positively.

The construction of the statement “And he [Tourism New Zealand chief executive Stephen England-Hall] says the latest survey of 9000 international visitors showed they were happy with their experience, with 96 per cent saying the environment met or exceeded their expectations” equates happiness with environmental expectations.

Activity note: Mathematical facts are presented as evidence to counter the claim that New Zealand is 100% Pure. This is an opportunity to explore how mathematical facts can be used to:

- » impart a sense of factuality and truthfulness
- » mislead the reader either deliberately or by accidentally omitting who has collected the data (particularly if they have an existing bias), or the way in which the data has been collected
- » exaggerate a claim by using raw data rather than the percentage (and vice versa)
- » obscure data that does not fit the persuasive narrative.

Have ākonga **share** their observations with a partner and develop a summary of their joint analysis. You may wish to support ākonga in developing the structure to their observations using the example in the box above.



The Satire

This activity uses knowledge ākonga have built about the 100% Pure New Zealand campaign, including the language and visual features to examine a satirical text that draws on “100% Pure New Zealand”.

Share [The New Zealand Invasion](#)¹ with ākonga.

Read the following statements related to The New Zealand Invasion:

- » The audience for this ad is unclear.
- » This ad promotes New Zealand as a good country to visit.
- » Percentages in this ad are used to give it an air of truth.

For each statement, ākonga decide where they are on a continuum that ranges from strongly agree at one end of the classroom to strongly disagree at the other end of the classroom. Ākonga stand where they feel the most comfortable in between these two extremes in response to the statements. Have ākonga justify each of their responses to the statements.

For example, ākonga may disagree that the following statement is true: “Percentages in this ad are used to give it an air of truth.” While using 0% is no different from saying zero (ie 0% army is the same as saying New Zealand has no army), this phrasing is used to draw parallels with the original 100% Pure New Zealand campaign. Further, Aotearoa New Zealand does have armed forces, although it is not comparable to Australia’s armed forces.

You may also want to also discuss what is meant by “an air of truth” or “truthiness” with ākonga, and how they determine whether a statement is true or false.

Numeracy connection: *Ākonga identify how mathematical figures can be used for different purposes in text and use their mathematical knowledge to enrich their analysis of texts.*

¹ This video was developed for The Gruen Transfer, an Australian show which focusses on advertising. In episodes of The Gruen Transfer, a segment called The Pitch is aired where two advertising companies are given a brief to create an advertisement for an “unsellable” product. In this example, the “unsellable” product is invading New Zealand.



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Activity 4: Sequence of learning (continued)

Ākonga do a comparison between the *If You Seek* video and *The New Zealand Invasion* video in the following grid:

	<i>If You Seek</i>	<i>The New Zealand Invasion</i>
Describe the target audience for this video		
Identify the purpose for this video		
Discuss how a mathematical or statistical fact has been used in the video to support its purpose		

Ākonga use this grid to support them in writing a short response to the prompt: Describe how techniques have been used in the text. Explain how these techniques have been used to create a particular effect.grid:

Next steps in Numeracy learning

To build on this learning, ākonga could:

- » develop a satirical visual text using “100% Pure New Zealand” as inspiration
- » write an article that responds to *The New Zealand Invasion* video, using facts and values to argue a particular perspective
- » explore other contexts where mathematics and/or statistics can be used to inform, manipulate, or persuade an audience.

See the [Numeracy Pedagogy Guide for English](#) for additional ideas on how to integrate Numeracy learning into your teaching practice.