

ME AND MY MATES

Stage: ES1	Unit Duration: 9 Lessons	Weeks 1 2 3 4 5 6 7 8 9	Terms 1 2 3 4
<p>Enduring Understandings</p> <p>E.1 Everybody is growing and changing. E.2 We all need to help each other by working together. E.3 We are all different and we all belong to God's family.</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • What makes me special? • How can I develop good relationships with my family, friends and others? 	
<p>Major Outcomes</p> <p><i>Knowledge and Understanding</i></p> <p>IRES1.11 Identifies how individuals care for each other GDES1.9 Identifies how people grow and change.</p> <p><i>Skills</i></p> <p>COES1.1 Expresses feelings, needs and wants in appropriate ways</p> <p><i>Values and Attitudes</i></p> <p>V3 Enjoys a sense of belonging</p>		<p>Lesson Overview</p> <ol style="list-style-type: none"> 1. What am I like? (E.1,E.3) 2. Why am I special? (E.1,E.3) 3. How have I changed since birth? (E.1) 4. How does my family care for each other? (E.2) 5. How can I make friends? (E.2,E.3) 6. Why do we need rules? (E.2) 7. How can I be a good listener? (E.2) 8. What are good manners? (E.2) 9. How can I work well with others? (E.2,E.3) 	
<p>Contributing Outcomes</p> <p><i>Knowledge and Understanding</i></p> <p>SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living.</p> <p><i>Skills</i></p> <p>PSES1.5 Seeks help as needed when faced with simple problems.</p> <p><i>Values and Attitudes</i></p> <p>V1 Refers to a sense of their own worth and dignity. V2 Respects the right of others to hold different values and attitudes from their own. V4 Increasingly accepts responsibility for personal and community health.</p>		<p>KidsMatter SEL Focus</p> <p>Major: Social Awareness - Appreciating Diversity, Self Awareness - Recognising Strengths; Relationship Skills - Communication; Relationship Skills - Building Relationships; Social Awareness - Perspective Taking; Responsible Decision Making - Respecting others; Relationship Skills - Negotiation</p> <p>Minor: Relationship Skills - Communication; Self Awareness - Recognising Strengths, Responsible Decision Making - Respecting others; Self-Management - Managing emotions; Social Awareness - Perspective-Taking</p>	
<p>Catholic Dimension/Towards Wholeness (TW) (Also refer to overview of TW for this unit)</p> <p><i>Growth and Development</i></p> <p>God has created each of us to grow into the fullness of life. We are made in God's image and therefore, we are of inherent dignity and worth. Our sexuality is an intrinsic part of ourselves, to be celebrated and expressed with joy and responsibility, according to God's plan. Each person grows and changes, passing through stages on a journey towards full maturity. God is with us on this journey, reassuring and challenging. We are never alone.</p> <p><i>Interpersonal Relationships</i></p> <p>Human beings find their true place within community; they grow towards maturity through the relationships they maintain. We all depend on each other and, as we mature, we grow in awareness of our responsibility for each other. Alone and isolated we cannot develop our gifts and live as God intended. Among family, friends, members of our peer group and others, we find our place as contributing members of society. It calls us all to enter freely into loving and forgiving relationships that are embedded in community, to develop such qualities as honesty, respect, empathy, openness and a commitment to equality.</p>			

Safe Living

This strand seeks to develop an ability and a commitment to act in ways that will protect self and others from harm. It emphasises respect for the human person and the development of a co-operative, caring society. Sound Christian decision-making is based on a well-formed conscience which draws inspiration from the life and teaching of Christ and from his Church. Within this strand, students learn to respect the rights of others and to value acceptance, tolerance, justice and personal freedom. They learn that their own decisions have consequences for themselves and others.

Foundation Statement

Students make simple decisions in relation to health and safety and identify medicines and how to store them. They describe balanced eating habits and healthy personal habits as well as safe and unsafe situations at home, on and near roads, travelling to and from school and near water. Students identify people who can help and describe actions such as 'no, go, tell' that might be taken in unsafe situations.

Students identify personal characteristics and qualities, and physical changes that have occurred since birth and identify different parts of the body. With self-control, students express feelings and develop positive relationships. They interact and communicate with peers in a variety of play and group situations, listening, sharing and showing concern when working with others.

Suggested correlations with other KLAs

English

- Narrative Text (concept development)
- Factual Description
- Personal Recount
- Personal Response

HSIE

- Change and Continuity
 - Personal changes
- Cultures
 - Similarities and differences

Creative Arts

- Drama - Performing and Appreciating

Mathematics

- Data Representation

Religious Education

- Family/Friends

Technology

The following websites have been selected to enhance various concepts being taught throughout this unit. Most of the sites listed can be linked to more than one of the lessons being taught. Teachers may like to add them to the school intranet site.

- <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=307&id=1772#>
- <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=282&id=1791#8>
- <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=290&id=1434>

Subject Matter

Growth and Development

Personal Identity

- Similarities and differences
 - appearance
 - experiences
 - abilities

Changes

- Changes in appearance and abilities
 - since birth

Values

- Likes/dislikes
- Accepting uniqueness

- Accepting difference

- Caring relationships

Interpersonal Relationships

Relationships

- Expression of feelings
- Caring for others
- Positive relationships
- Rules in relationships
- People to go to for help

Communication

- Expressing needs, wants and feelings
- Giving and receiving messages
- Active listening skills

Families

- Family roles
- Family activities

Groups

- Working and playing with others
- Sharing and helping

Safe Living

School and Play Safety

- Rules for safe play at home and at school
- Sharing, taking turns, getting on with others

Unit Evaluation Sample teacher and student unit evaluations are included at the end of the unit.	Assessment Assessment strategies are included throughout the unit.
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An Overview of Towards Wholeness (TW) in the PDH Unit Me And My Mates -Early Stage 1

Key God's Word:

I have called you by name.' (Isa 43:1)

As God's people we are of great uniqueness and diversity. (Gal 3:28)

We are called to love and tolerate others who are changing and growing: Love is patient and kind, it is never jealous. (1 Cor 13:4-7)

Do to others as you would have them do to you. (Mt 7:12)

Because you are precious in my eyes. (Is 43:4)

Enduring Understandings	Beliefs and Values	Lesson Overview/Links
E.1 Everybody is growing and changing.	<ul style="list-style-type: none"> • Each person is unique, worthy of respect and love, created in the image and likeness of God. TW p.24 • God calls me to become a complete person, to build a strong sense of self worth, to grow and develop to my full potential . TW p.24 • As we grow and develop we enjoy all our capacities and gifts, our intellect, our emotions, our spirit, our will and our physical bodies. TW p.27 	<ol style="list-style-type: none"> 1. What am I like? 2. Why am I special? 3. How have I changed since birth?
E.2 We all need to help each other by working together.	<ul style="list-style-type: none"> • We are responsible for others and ourselves. TW p.34 • The family itself is of profound value. It provides our most formative early experiences, meets so many of our basic needs and prepares us for living a full and virtuous life. TW p.33 • Positive relationships are sustained by sympathy, love, trust and forgiveness. They enhance our own sense of worth. TW p.30 • We recognise the rights and 	<ol style="list-style-type: none"> 4. How does my family care for each other? 5. How can I make friends? 6. Why do we need rules? 7. How can I be a good listener? 8. What are good manners? 9. How can I work well with others?

	dignity of others, through courtesy and respect. TW p.34	
E.3 We are all different and we all belong to God's family.	<ul style="list-style-type: none"> • Each person is unique, worthy of respect and love, created in the image and likeness of God. p.24 • As an individual, I am a person of God. TW p.24 • Individuality, responsibility, companionship, consideration of others' needs, concern, respect, encouragement of personal growth, dignity and equality are essentially valued in happy families. TW p.33 	<ol style="list-style-type: none"> 1. What am I like? 2. Why am I special? 4. How does my family care for each other? 5. How can I make friends? 9. How can I work well with others?

Lesson 1 What am I like?

Enduring Understandings	Outcomes	Indicators
<p>E.1 Everybody is growing and changing.</p> <p>E.3 We are all different and we all belong to God's family.</p>	<p>GDES1.9 Identifies how people grow and change</p> <p>COES1.1 Expresses feelings, needs and wants in appropriate ways</p> <p>V1 Refers to a sense of their own worth and dignity</p>	<ul style="list-style-type: none"> • Identifies and describes their personal characteristics • Responses to class discussion on the definition of 'Unique'. • Appreciates that their physical development is unique
<p>KidsMatter SEL Focus: Major - Social Awareness - Appreciating Diversity; Minor - Relationship Skills - Communication</p>		
<p>Suggested Learning Experiences</p> <p>Read story <i>Whoever you are</i> by Mem Fox and discuss the story with the class.</p> <p>Discuss and create a class definition for the word 'Unique'.</p> <p>Play the "unique" game. Teacher divides all students into groups based on hair colour. Repeat process according to other categories e.g. number of siblings, suburb lived in, hobbies etc.</p> <ul style="list-style-type: none"> • Discuss similarities and differences that appeared • Did the students notice that the groups were never the same? • Discuss: Whilst we have many similarities with other people, we are always unique. <p>TW: Discuss how God made each person unique and how we should always treat others with respect and love. Ask students to give examples of how we show this?</p> <p>We are similar and different in many ways; one of these is our cultural background. As a class identify the various cultures within the class/school community. Look at pictures of children from different cultural backgrounds (including our Indigenous people) and discuss what makes each of these groups unique.</p> <p>TW: Discuss - "Because you are precious in my eyes. (Is 43:4)" Bring students to the understanding that God loves all people regardless of what their differences are.</p> <p>Brainstorm ways that all students are different. Make a class book using the template: "Different but the Same". Use the book to emphasise that although we have many similarities we have unique combination of characteristics and story. Children sit in circle and share one thing about themselves that is unique.</p>		
<p>Resources</p> <ul style="list-style-type: none"> • <i>Whoever you are</i> by Mem Fox • Print off "Different but the Same" Paper for class book 	<p>Assessment</p> <p>Student work sample of our class graph and discussion of similarities and differences with others</p>	

 <p>Eyes</p> 	<p>Hair Colour</p> 
<p>Different but the Same</p> <p>Towards Wholeness K-6</p> <p>"As God's People we are of great uniqueness and diversity" (Gal 3:28)</p>	
<p>Hobbies</p>	<p>Family Members</p> 

Lesson 2 Why am I Special?

Enduring Understandings	Outcomes	Indicators
<p>E.1 Everybody is growing and changing.</p> <p>E.3 We are all different and we all belong to God's family.</p>	<p>GDES1.9 Identifies how people grow and change</p> <p>COES1.1 Expresses feelings, needs and wants in appropriate ways</p> <p>V2 Respects the right of others to hold different values and attitudes from their own</p> <p>V3 Enjoys a sense of belonging</p>	<ul style="list-style-type: none"> • Identifies and describes their personal characteristics and abilities • Prepares a <i>This Is Me</i> Book • Appreciates the similarities and differences between themselves and others • Values positive relationships
<p>KidsMatter SEL Focus: Major - Self Awareness - Recognising Strengths; Relationship Skills - Communication</p>		
<p>Suggested Learning Experiences</p> <p>Teacher prepares an 'I am special' box (cardboard box with a mirror glued to the bottom).</p> <p>TW: Teacher tells students that they will see the most wonderful thing in the world when they look in the box. Teacher passes the box to each student and in turn, they look inside. Teacher tells students to keep what they see a secret. When all students have looked into the box, teacher questions the students: 'Why are you wonderful in God's eyes?'</p> <p>Teacher instructs students to take turns saying their full name. Encourage positive talk, loud strong voices, use of eye contact and a smile on their face. Students write their names on a strip of cardboard and decorate their name card using glitter, coloured pencils, and magazine letters. Students are to take their name home as a catalyst for discussion for the HOME TASK.</p> <p>TW: Students ask parents about how they were named? Come back to school and have a discussion.</p> <ul style="list-style-type: none"> • Is anyone called after anyone else? • Why did your parents like your name? • How do you feel about your name? Do you like it? Why? <p>Bring students to the understanding that God knows them as a special/individual person. Share the scripture: "I have called you by name." (Isa 43:1)"</p> <p>Students use the book scaffold in the <i>This Is Me</i> Activity. Teachers may need to help students complete the sentences. The teacher makes a <i>This Is Me</i> book as an example. Students share their books with classmates-reinforce similarities and differences. Encourage students to be proud, confident, using a clear voice and eye contact.</p>		
<p>Resources</p> <ul style="list-style-type: none"> • Cardboard box with a mirror glued to the inside of bottom of the box • Strips of cardboard, glitter, coloured pencils, magazines, scissors, and glue • <i>This Is Me</i> Activity • A teacher-prepared <i>This Is Me</i> book of themselves 	<p>Assessment</p> <p>Student work sample of <i>This Is Me</i> Activity</p>	



This Is Me



"I have called you by name.' (Isa 43:1)"
Because you are precious in my eyes. (Is 43:4)

This Is Me

"I have called you by name.' Because you
are precious in my eyes.

By: _____

This is me.

I am _____ years old.

Here is my family.

Here is my home.



This Is Me



I am good at _____

Here are my friends.

Here are things I like.

I am special because _____

Lesson 3 How have I changed since birth?

Enduring Understandings	Outcomes	Indicators
<p>E.1 Everybody is growing and changing.</p>	<p>GDES1.9 Identifies how people grow and change</p> <p>COES1.1 Expresses feelings, needs and wants in appropriate ways</p> <p>V2 Respects the right of others to hold different values and attitudes from their own</p>	<ul style="list-style-type: none"> • Describes physical changes that have occurred since birth • Compares growth and development changes from birth to now • Appreciates the similarities and differences between themselves and others
<p>Suggested Learning Experiences</p> <p>Students show the class their baby pictures. Teacher asks the class to identify some of the skills that they could do as a baby, eg crawling, make sounds, hold a spoon, laugh. Teacher records student responses on the board.</p> <p>Students brainstorm how they have changed in appearance and abilities since they were a baby and record these on the board.</p> <p>Students complete the <i>How Have I Changed</i> Activity by listing what they could do and what they looked like as a baby and as a Kindergarten student.</p> <p>Students write words under their picture such as crawl, write name, skip, eat with a spoon. Teacher models these words on the board or on flash cards.</p> <p>TW: Explain how as we grow and develop we enjoy all our God given capacities and gifts, our intellect, our emotions, our spirit, our will and our physical bodies.</p>		
<p>Resources</p> <ul style="list-style-type: none"> • Students' baby photos • <i>How I Have Changed?</i> Activity 	<p>Assessment</p> <p>Portfolio task Student work sample of <i>How Have I Changed?</i> Activity</p>	



Lesson 3 - How have I changed?



Student: _____

Baby Me	Me Now
<p style="font-size: 1.2em; color: purple;">Things I could do</p>	<p style="font-size: 1.2em; color: purple;">Things I can do now</p>

Outcomes	Indicators	Working towards	Achieved with support	Achieved
GDES1.9 Identifies how people grow and change	Describes physical changes that have occurred since birth			

Task:
 Students brainstorm how they have changed in appearance and abilities since they were a baby and record these on the board. Students complete the *How Have I Changed?* Activity by listing what they could do and what they looked like as a baby and as a Kindergarten student.

Lesson 4 How does my family care for each other?

Enduring Understandings	Outcomes	Indicators
E.2 We all need to help each other by working together.	<p>IRES1.11 Identifies how individuals care for each other</p> <p>INES1.3 Relates well to others in work and play situations</p> <p>V3 Enjoys a sense of belonging</p>	<ul style="list-style-type: none"> • Talks about their family and who cares for them • Identifies the people and things that are special to them • Appreciates the importance of family life
KidsMatter SEL Focus: Major - Relationship Skills - Building Relationships		
<p>Suggested Learning Experiences</p> <p>TW: Discuss how important our family is to us. It provides us with love and a sense of belonging to something special.</p> <p>Teacher presents flash cards of pictures of family members - father, mother, grand parents, daughter, son etc. Teacher asks students to identify each family member and how they care for them. Students may add extended family members depending upon their family unit.</p> <p>HOME</p> <p>Students identify what home/family activities each family member does, eg mowing the lawn, doing the washing, playing with the children, going to work and earning a wage by writing the name of the family member next to each drawing on the <i>Jobs We Do At Home</i> Activity.</p> <p>OPTIONAL</p> <p>Make this an integrated IT task (children take digital photos of family members and then present).</p> <p>TW: As a class discuss: Why do we need to do jobs around the house? Why do we need to help each other? (By being involved in family activities we are showing, and growing in, love and trust.)</p> <p>Students draw a picture of a family activity such as playing at the park, going to the movies, having a picnic, helping wash the car, getting breakfast together. Students share their picture with a partner and discuss why they enjoy doing these things with their family.</p> <p>Teacher prepares a Big Book of student drawings, for students to share at home with family members titled 'Things Kindy Kids like to do with their family'.</p>		
<p>Resources</p> <ul style="list-style-type: none"> • Teacher prepared flash cards of family members or magazine cut-outs • <i>Jobs We Do At Home</i> Activity • Art paper/book; textas/pencils 	<p>Assessment</p> <p>Student response to <i>Jobs We Do At Home</i> Activity</p>	



Jobs We Do At Home



In the box below, draw pictures of your family doing jobs at home. Write the name of the person next to the job they do.

What jobs do you do at home? _____

I help my family because _____

Towards Wholeness K-6: "We all need to help each other by working together"

Lesson 5 How can I make friends?

Enduring Understandings	Outcomes	Indicators
E.2 We all need to help each other by working together.	IRES1.11 Identifies how individuals care for each other	<ul style="list-style-type: none"> Identifies qualities of a good friend
E.3 We are all different and we all belong to God's family.	INES1.3 Relates well to others in work and play situations PSES1.5 Seeks help as needed when faced with simple problems V3 Enjoys a sense of belonging	<ul style="list-style-type: none"> Works happily with class peers Identifies who to ask for assistance in difficult situations Values positive relationships

KidsMatter SEL Focus: Major - Social Awareness - Appreciating Diversity; Social Awareness - Perspective-Taking; Relationship Skills - Building Relationships; Minor - Self Awareness - Recognising Strengths

Suggested Learning Experiences

TW: Discuss the belief that each person is unique and worthy of love. That God made each of us to be like him and therefore we need to care for each other, even though we are different.

Students listen to the story *Rose meets Mr Wintergarten* by Bob Graham. Unpack the story:

- What would you do if you were Rose?
- What personal qualities did Rose show throughout the story?
- What changes happened to Mr Wintergarten?

"Hot seating" (interview) Mr Wintergarten. Suggestion - teacher is in the hot seat.

- How long have you been living in your house?
- Do you often have to collect children's things from your garden?
- Does anyone else live with you?
- How did you feel when Rose came to talk to you?
- Do you get any visitors?

Teacher discusses with the students how to "make friends" e.g. smile at others, speak in a friendly voice etc

Using teacher-prepared *paper dolls*, students decorate and write their name on a doll and introduce their doll to another student in their class. Dolls need to have names and some likes and dislikes to share with their partner. Prompt students as necessary.

Students brainstorm qualities of a good friend, eg caring, kind, helps, listens, fun.

Teacher allocates a word to each student and they copy their word from the board onto a strip of coloured paper. Students glue their quality word to their paper doll.

TW: Share the Scripture: "*Do to others as you would have them do to you. (Mt 7:12)*". Share examples of:

- How do you like to be treated by others?
- How can you treat others as Jesus showed us?

Students sit in circle and going around the circle say the name of the person next to them and say a good quality about that person.

Teacher makes up scenarios for the children e.g. "When you have fallen over in the playground, who

do you go to for help?", "If you can't spell a word, who do you go to help for", "If you are lost in a shopping centre, who do you ask for help?" etc. Teachers discuss that there are particular people who you can trust to assist you in different difficult situations. Students receive an outline of a hand. On each finger students write the name of a person they could go to for help eg: mum, dad, their teacher, grandparent.

Resources

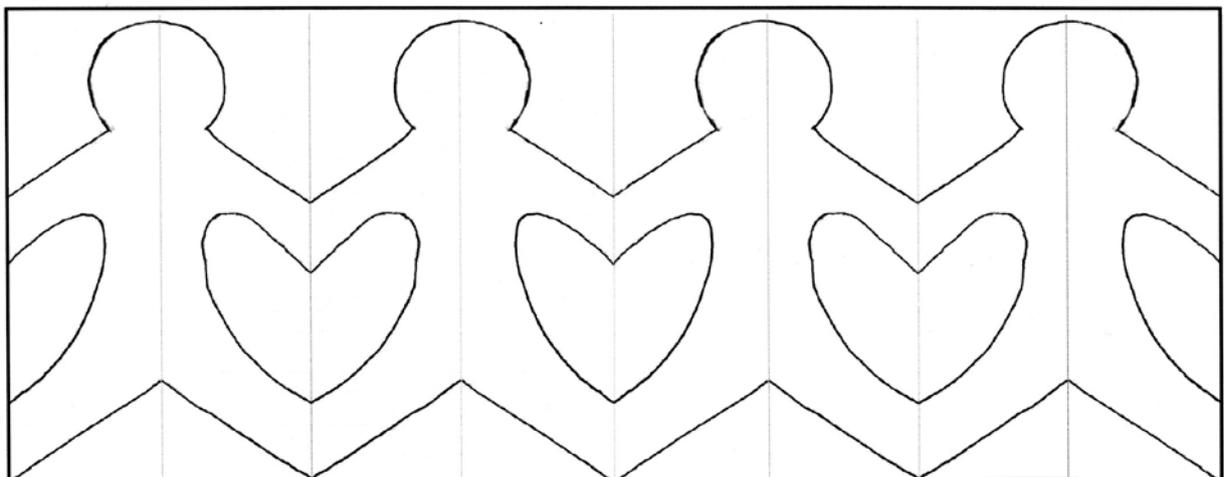
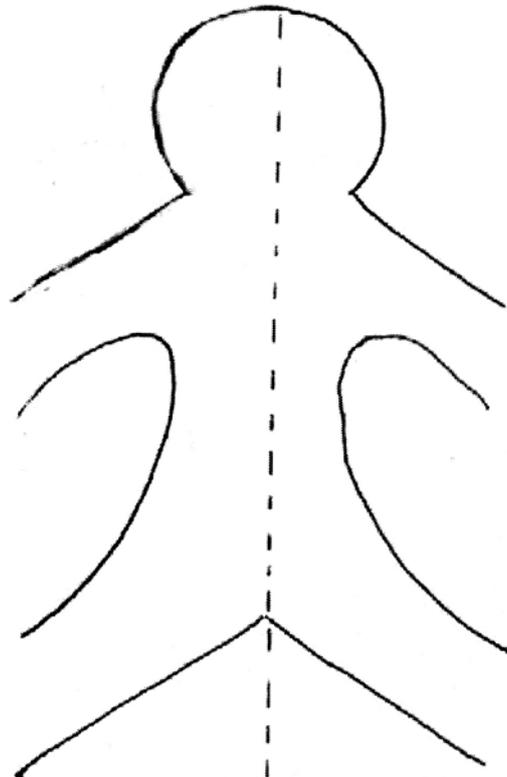
- Graham. B Rose meets Mr Wintergarten
- *Paper Doll* Activity
- Strips of coloured paper

Assessment

Teacher observation of students working and relating with class peers

Lesson 5 – Paper Doll Activity

- Teacher shows the students how to make the paper dolls by folding the paper in half, then fourths, then eighths.
- Demonstrate how to cut out the paper dolls safely and emphasise not to cut the hands.
- Hold up the paper dolls. 'Do we all look like this?' Look around the room and see how different we all are.
- Ask students to make their dolls look different.
- Display the dolls around the room.



Lesson 6 Why do we need rules?

Enduring Understandings	Outcomes	Indicators
E.2 We all need to help each other by working together.	<p>IRES1.11 Identifies how individuals care for each other</p> <p>SLES1.3 Demonstrates an emerging awareness of the concepts of safe and unsafe living</p> <p>COES1.1 Expresses feelings, needs and wants in appropriate ways</p> <p>V4 Increasingly accepts responsibility for personal and community health</p>	<ul style="list-style-type: none"> Recognises the need to share and cooperate with others Recalls and uses playground and classroom rules Responds to simple instructions and rules Values their health and safety and that of others
KidsMatter SEL Focus: Minor - Responsible Decision Making - Respecting others		
<p>Suggested Learning Experiences</p> <p>Teacher reads the storybook of <i>Peter Rabbit</i>. As a class, discuss the rules in the story and how Peter broke these rules.</p> <p>As a class, discuss the need for rules (to keep us safe, to show respect for others, to help learning). Students create a frozen picture and teacher takes digital photos of these to match the rules.</p> <p>Teacher identifies the types of rules:</p> <ul style="list-style-type: none"> Rules for safety - taking turns, walking not running in the playground, no pushing Rules for good manners- raising hands to answer a question, good listening, saying please and thank you Rules for organisation - lining up, following teacher directions, routines <p>Teacher explains each of these terms and students brainstorm examples of rules in the classroom and playground for each category.</p> <p>TW: Look at classroom rules that were set up at the beginning of the year. As a class, discuss how these rules recognise and respect the rights and dignity of others and help us to maintain positive relationships.</p> <ul style="list-style-type: none"> (Y-Chart) What does respect for others look like, sounds like and feel like in the classroom? Repeat process for the playground Revise "Do to others as you would have them do to you." (Mt 7:12) 		
<p>Resources</p> <ul style="list-style-type: none"> Story book of <i>Peter Rabbit</i> Digital camera 	<p>Assessment</p> <p>Student contribution to class brainstorm - examples of rules for the classroom and playground</p>	

Lesson 7 How can I be a good listener?

Enduring Understanding	Outcomes	Indicators
E.2 We all need to help each other by working together.	<p>IRES1.11 Identifies how individuals care for each other</p> <p>INES1.11 Relates well to others in work and play situations</p> <p>COES1.1 Expresses feelings, needs and wants in appropriate ways</p> <p>V4 Increasingly accepts responsibility for personal and community health</p>	<ul style="list-style-type: none"> Identifies the skills of a good listener Observes classroom and playground rules Responds to simple instructions and rules Values their health and safety and that of others
KidsMatter SEL Focus: Major - Responsible Decision Making - Respecting others		
<p>Suggested Learning Experiences</p> <p>As a class, brainstorm the classroom rules established in previous lessons. Focus students' attention on the 'being a good listener' rule. Teacher explains that to be a good listener we must:</p> <ul style="list-style-type: none"> Sit quietly Keep hands in your lap Look at the person who is talking Listen to the person who is talking Keep lips closed <p>Students form pairs, the teacher reads out the list of what makes a good listener. This should be reinforced during incidental conversation and formal "News".</p> <p>Student A is the listener and Student B is the 'talker'. The talker tells the listener what they can remember about the qualities of a good listener. The listener counts on their fingers how many things the talker remembers. Was the listener a good listener?</p> <p>TW: Possible discussion questions linking how we are responsible for others and ourselves.</p> <ul style="list-style-type: none"> How would you feel if people were not listening to your news? Why is it important to be a good listener? How can I help my friends to be responsible listeners? How can we be good listeners to God? (Prayer, quiet time in church, listening to message of bible readings) <p>Teacher reads a short story (eg MAWSS Stage 1 Big Books) to the class and asks them to practice being good listeners, eg Teacher selects several students to retell the story in the correct sequence. Teacher indicates that being a good listener helps us to learn to have good manners and respect others.</p>		
<p>Resources</p> <ul style="list-style-type: none"> RTA. NSW. (2001). <i>Move Ahead With Street Sense. (MAWSS)</i>. Stage 1. Big Books. 	<p>Assessment</p> <p>Teacher observation of student ability to follow the active listener rules</p>	

Lesson 8 What are good manners?

Enduring Understandings	Outcomes	Indicators
E.2 We all need to help each other by working together.	<p>IRES1.11 Identifies how individuals care for each other</p> <p>INES1.11 Relates well to others in work and play situations</p> <p>COES1.1 Expresses feelings, needs and wants in appropriate ways</p> <p>V3 Enjoys a sense of belonging</p>	<ul style="list-style-type: none"> • Identifies cooperative behaviours • Observes classroom and playground rules • Works happily with class peers • Responds to simple instructions and rules • Values the need to work cooperatively
KidsMatter SEL Focus: Major - Responsible Decision Making - Respecting others		
<p>Suggested Learning Experiences</p> <p>Teacher role-plays several scenes that depict inappropriate behaviour such as bumping into a student, grabbing a toy from a student, taking a student's book without asking permission.</p> <p>Teacher questions the students:</p> <ol style="list-style-type: none"> 1. How would you feel if someone did this to you? 2. What would you say if you accidentally bumped into someone? 3. What would you say if you wanted to ask permission to use someone else's toys or books? <p><i>TW: Refer back to scripture, "Do to others as you would have them do to you." (Mt 7:12)</i></p> <p>Teacher writes the title 'Good Manners Words' on the board and asks students to brainstorm words they should use to show that they have good manners - I'm sorry, excuse me, thank you, please, may I.</p> <p>In pairs, students role-play saying 'excuse me', 'thank you' and 'please' to request items such as books, toys and to gain someone's attention</p> <p>Teacher nominates a good manners word/phrase to be used for the week. Display these words creatively for reference.</p> <p>AT HOME</p> <p>Children and parents discuss what types of "good manners" are used at home.</p>		
<p>Resources</p> <ul style="list-style-type: none"> • Star shapes 	<p>Assessment</p> <p>Student contribution in class brainstorm of manners words and demonstrates use in class and playground</p>	

Lesson 9 How can I work well with others?

Enduring Understandings	Outcomes	Indicators
<p>E.2 We all need to help each other by working together.</p> <p>E.3 We are all different and we all belong to God's family.</p>	<p>IRES1.11 Identifies how individuals care for each other</p> <p>INES1.3 Relates well to others in work and play situations</p> <p>V3 Enjoys a sense of belonging</p>	<ul style="list-style-type: none"> Recognises the need to share and cooperate with others Works happily with class peers Observes classroom and playground rules Learns to share equipment, material and workspace Values the need to work cooperatively
<p>KidsMatter SEL Focus: Major - Relationships Skills - Negotiation, Relationship Skills - Communication; Minor - Responsible Decision Making - Respecting others, Self-Management - Managing emotions; Self Awareness - Recognising Strengths; Social Awareness - Perspective-Taking</p>		
<p>Suggested Learning Experiences</p> <p>Teacher prompts students to introduce themselves to a partner by stating their name, age, their favourite ice-cream flavour and requesting their partner to join them in a favourite activity, eg My name is Deb. I am 5 years old. My favourite flavour of ice-cream is caramel. Would you like to play with me?</p> <p>Students brainstorm rules for a small group game, eg speak in a quiet voice, be a good listener, follow the teacher's instructions, share and take turns, help each other.</p> <p>In small groups, students work together to build a tower from plastic straws and Blu.Tack. (or other nominated game)</p> <p>Students sit in circle with their group and all children are given the opportunity to discuss how the tower should be build. Group negotiates best solutions to build tower effectively.</p> <p>After the game, discuss:</p> <ol style="list-style-type: none"> Did your tower stand alone without anyone holding it? Did one student take charge or become the leader of the group? Did the group share the equipment? Did anyone get left out? Did anyone get angry or bossy? How did the group cope with the angry/bossy person? <p>Teacher explains the need for rules in relationships (when making and keeping friends) and the need for sharing, being cooperative and having win-win, not win-lose outcomes.</p> <p>TW: Revise that to be in a positive relationship we must show love for one another-as Jesus did to all. We must also be forgiving of others who have wronged us, and considerate of the feelings of others.</p> <p>Students complete the sentence 'Today one way I worked well with others was...' Students draw a picture of themselves working in this way.</p>		
<p>Resources</p> <ul style="list-style-type: none"> Plastic straws Blu Tack 		<p>Assessment</p> <p>Teacher observation of student introductions and participation in tower building game</p>

TEACHER REFLECTION - UNIT EVALUATION

	Poor	Unsatisfactory	Satisfactory	Good
A. EVIDENCE				
To what extent does the assessment evidence provide:				
1. A valid and reliable measure of the targeted outcomes/enduring understandings?				
2. Sufficient information to support inferences about each student's understanding/level of achievement?				
3. Opportunities for students to demonstrate their understandings through authentic learning tasks?				
B. LEARNING EXPERIENCES AND INSTRUCTION				
To what extent did students:				
1. Achieve the outcomes and the enduring understandings of the unit (the big ideas as opposed to basic facts and skills)?				
2. Know where they were going and why (in terms of unit goals, requirements, and evaluative criteria)?				
3. Deepen their knowledge and understanding of the outcomes & big ideas of the Unit (through inquiry, research, problem solving, and experimentation)?				
4. Receive explicit instruction on the knowledge and skills needed to equip them for the required performances?				
5. Have opportunities to rehearse, revise, and refine their work based on feedback?				
6. Self-assess and set goals prior to the conclusion of the unit?				

PTO

Student Unit Reflection

Early Stage 1

Student Name: _____ Class: _____

Unit/Topic: _____

My teacher is helping me to learn how to keep myself happy, healthy and safe, and will help me write down the important things to remember from the work we have just completed.

 <p>One of the things I enjoyed learning about was....</p>	 <p>One thing I would change is....</p>
 <p>One thing I enjoyed sharing with my family at home was....</p>	 <p>What things from this unit would I like to learn more about?</p>

The rating I give myself for how hard I worked in this unit is...

