GETTING ALONG WITH OTHERS

Stage: 1  |  Unit Duration: 10 Lessons  |  Enduring Understandings

E.1 Positive relationships are sustained by honest and open communication that is supportive and based in trust.
E.2 A strong bond with our family and friends has a profound influence on our health and well being.
E.3 We need to be aware of our responsibilities, to understand and have the knowledge to make informed choices and accept consequences.

Essential Question
- How can I develop positive relationships with my family, friends and with others?

Major Outcomes

Knowledge and Understanding
GDS1.9 Describes characteristics that make them both similar to others and unique.
IRS1.11 Identifies ways in which they communicate, cooperate and care for others.

Skills
INS1.3 Develops positive relationships with peers and other people.

Values and Attitudes
V3 Enjoys a sense of belonging.

Lesson Overview
1. How can I share and cooperate with others? (E.1)
2. What is good communication? (E.1)
3. Who is in my family? (E.2)
4. What activities can I do with my family? (E.2)
5. What is a good friend? (E.2)
6. Who is important and special to me? (E.2)
7. Why is it important to belong to various groups? (E.2)
8. What is bullying/cyberbullying? (E.3)
9. How do I respond to conflict? (E.3)
10. Why do we have rules? (E.3)

KidsMatter SEL Focus

Major:
- Relationship Skills - Communication,
- Relationship Skills - Negotiation;
- Relationship Skills - Building relationships;
- Responsible Decision Making - Respecting others;
- Self-Management - Managing emotions;
- Social Awareness - Appreciating Diversity;
- Social Awareness - Perspective Taking;
- Responsible Decision Making - Assuming personal Responsibility

Minor:
- Self Awareness - Recognising Strengths;
- Self-Management - Managing emotions;
- Self-Management - Goal Setting;
- Responsible Decision Making - Respecting others;
- Relationship Skills - Negotiation;
- Responsible Decision Making - Problem-Solving

Contributing Outcomes

Knowledge and Understanding
SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.

Skills
COS1.1 Communicates appropriately in a variety of ways.

Values and Attitudes
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.

Catholic Dimension/Towards Wholeness (TW) (Also refer to overview of TW for this unit)

Growth and Development

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.
Interpersonal Relationships

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.

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 cooperative, 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 describe ways to keep healthy and safe and explore choices relating to food, sun protection and personal safety. They identify the appropriate use, administration and storage of medicines. Students describe strategies to stay safe at home, on and near roads, when travelling to and from school, and near water. They recognise safe and unsafe environments and situations and suggest a range of protective strategies for dealing with unsafe situations.

Students describe similarities and differences between themselves and others. They describe different body parts and how the body grows and changes. Students explore different types of relationships and describe the skills needed to develop and maintain positive relationships. They identify the effects of bullying.

Suggested correlations with other KLAs

<table>
<thead>
<tr>
<th>English</th>
<th>HSIE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Narrative Text (concept development)</td>
<td>• Cultures</td>
</tr>
<tr>
<td>• Personal Response</td>
<td>- Cultural characteristics of families</td>
</tr>
<tr>
<td>• Talking and Listening</td>
<td>- Groups to which students belong</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>- Belief systems</td>
</tr>
<tr>
<td>• Visual Arts - Making and Appreciating</td>
<td></td>
</tr>
</tbody>
</table>

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://members.tripod.com/lou_rich/](http://members.tripod.com/lou_rich/)
<table>
<thead>
<tr>
<th>Subject Matter</th>
<th>Personal Identity</th>
<th>Groups</th>
</tr>
</thead>
</table>
| Growth and Development | • Experiences  
                          • Feelings  
                          • Wants  
                          • Needs  
                          • Range of emotions | • Types of groups  
                          • Working with others  
                          • Sharing and helping  
                          • Interacting with adults |
| Values | • Individual/group  
                          • Personal Rights and responsibilities  
                          • Caring relationships | |
| Interpersonal Relationships | Relationships | |
|      | • Recognising individual needs  
                          • Caring  
                          • Privacy  
                          • Bullying | |
|      | Families | |
|      | • Family roles  
                          • Rights and responsibilities  
                          • Family activities | |
|      | Peers | |
|      | • Making and keeping friends  
                          • Qualities of friends  
                          • Sharing  
                          • Cooperating | |
|      | Safe Living | |
|      | Personal Safety | |
|      | • Protection  
                          • Warning signals  
                          • Safe/unsafe situations  
                          • People who can help  
                          • Responding to unsafe situations | |
|      | School and Play Safety | |
|      | • Appropriate behaviour in and around buildings/playground/equipment  
                          • Rules and fair play at school and at home | |
|      | Unit Evaluation | |
|      | Sample teacher and student unit evaluations are included at the end of the unit. | |
|      | Assessment | |
|      | Assessment strategies are included throughout the unit. | |
### An Overview of Towards Wholeness (TW) in the PDH Unit

**Getting Along With Others - Stage 1**

**Key God’s Word:**

- Treat others as you like them to treat you. *(Mt 7:12)* TW p.31
- Do what is right. *(Mt 6:8)* TW p.31
- A faithful friend. *(Si 6:14-17)* TW p.31
- The lost and dutiful sons. *(Lk 15:11-32)* TW p.33
- We are God’s family. *(Mt 12:46-50)* TW p.33

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Towards Wholeness Beliefs and Values</th>
<th>Lesson Overview</th>
</tr>
</thead>
</table>
| **E.1** Positive relationships are sustained by honest and open communication that is supportive and based in trust. | • Positive relationships are sustained by sympathy, love, trust and forgiveness. They enhance our own sense of worth. TW p.30  
• 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  
• Effective communication is the basis of satisfying human relationships. Communication is the life-blood and the heart-beat of every relationship. TW p.32 | 1. How can I share and cooperate with others?  
2. What is good communication? |
| **E.2** A strong bond with our family and friends has a profound influence on our health and well-being. | • The ideal situation for a child to be nurtured and grow is in a family. TW p.30  
• 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 | 3. Who is in my family?  
4. What activities can I do with my family?  
5. What is a good friend?  
6. Who is important and special to me?  
7. Why is it important to belong to various groups? |
E.3 We need to be aware of our responsibilities, to understand and have the knowledge to make informed choices and accept consequences.

- We are responsible to take appropriate and reasonable action against perceived injustice and discrimination. TW p.30
- Human beings are made in the image and likeness of God. They need to be aware of the consequences of their decisions on others. TW p.36

Lesson 1  How can I share and cooperate with others?

<table>
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<tr>
<td>E.1 Positive relationships are sustained by honest and open communication that is supportive and based in trust.</td>
<td>IRS1.11 Identifies ways in which they communicate, cooperate and care for others.</td>
<td>• Discusses how they cooperate with others in work and play situations</td>
</tr>
<tr>
<td></td>
<td>INS1.3 Develops positive relationships with peers and other people.</td>
<td>• Observes rules regarding group conduct</td>
</tr>
<tr>
<td></td>
<td>V1 Refers to a sense of their own worth and dignity.</td>
<td>• Values themselves as an important member of various groups</td>
</tr>
</tbody>
</table>

**KidsMatter SEL Focus:** Major - Relationship Skills - Communication; Relationship Skills - Negotiation; Relationship Skills - Building relationships; Minor - Self Awareness - Recognising Strengths; Self-Management - Managing emotions; Self-Management - Goal Setting

**Suggested Learning Experiences**

Students participate in an individual activity. For example, using building blocks to construct a tower in a set time limit. Students identify the difficulties they had working alone to meet the deadline. Students brainstorm the class rules for working in groups. For example, taking turns, sharing equipment, have your say but listen to others' views too.

In small groups students choose one of these rules and make a poster showing how their rule helps their class groups to build healthy relationships.

**TW:** Discuss the word ‘communication’. (Someone who is a good communicator listens to others and shares what they are thinking and feeling). Teacher explains that positive communication makes our relationships with our family and friends stronger. Ask the students to identify in what ways this happens. For example, We become more honest, we build trust in one another, we feel safe and comfortable to share our ideas, feelings and opinions and we enjoy spending time together.

In student nominated groups, students repeat the activity of tower building or can use paddle pop sticks/straws to construct a tower. Students must share equipment and floor space and construct their tower as a group. Discuss fair ways of deciding who goes first in group activities. For example, throw dice, toss a coin, ‘rock, paper, scissors’, use rosters.

At the completion of the tower building discuss how the group worked together to achieve their goal.

- How did everyone in the group help to build the tower?
- What qualities did you have to help others in your group?
- How did the members of the group solve any problems?
- How did the people in your group communicate?
- Was there a group leader?
- Why do you think there was/was not a leader in the group?
- How did it help to have a leader?
- When working in a group, what rules must we have?

Read *Is it Right to Fight?* (Pat Thomas) and discuss/write about how to peacefully resolve arguments. Students draw a picture of situations when they shared and cooperated. Students complete the sentence "Sharing and cooperating with others is important because....."

**Resources**

- Building blocks or paddle pop sticks/straws
- *Is it Right to Fight?* (Pat Thomas)
- Coin/dice

**Assessment**

Teacher observation of student participation in group activity.

Adapted from: A REDI Resource (2008 Social and emotional competencies for the early years of schooling)
Lesson 2  What is good communication?

<table>
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<tbody>
<tr>
<td>E.1 Positive relationships are sustained by honest and open communication that is supportive and based in trust.</td>
<td>IRS1.11 Identifies ways in which they communicate, cooperate and care for others.</td>
<td>• Demonstrates appropriate ways of communicating with others</td>
</tr>
<tr>
<td></td>
<td>COS1.1 Communicates appropriately in a variety of ways.</td>
<td>• Shows understanding about others’ feelings</td>
</tr>
<tr>
<td></td>
<td>V2 Respects the right of others to hold different values and attitudes from their own.</td>
<td>• Actively listens to others talk about their families</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Shows sensitivity to the needs, rights, feelings and efforts of others</td>
</tr>
</tbody>
</table>

**KidsMatter SEL Focus:** Major - Responsible Decision Making - Respecting others; Relationship Skills - Communication

**Suggested Learning Experiences**

Teacher reads the book *Koala Lou* (Mem Fox) to the class. Students identify main characters and retell sections of the plot.

**TW:** Teacher note: Positive relationships are sustained by sympathy, love, trust and forgiveness. They enhance our own sense of worth. Highlight this belief in students’ responses (to the questions below) about the relationship between Koala Lou and her mother.

Students discuss:

1. At the start of the book, Koala Lou’s mother told her all the time ‘Koala Lou, I DO love you’. How do you think this made Koala Lou feel?
2. Why do you think Koala Lou’s mother didn’t tell her so often that she loved her when Koala Lou’s brothers and sisters were born?
3. Why did Koala Lou enter the tree climbing competition?
4. Why did Koala Lou hide after the Bush Olympics?
5. How do you think Koala Lou felt after the Bush Olympics?
6. When Koala Lou’s mother hugged her when she got home after the Bush Olympics, how do you think she felt?
7. Why is it important for family members to say ‘I love you’?
8. How could Koala Lou have told her mother that she needed to hear her say ‘I DO love you Koala Lou’?
9. How could Koala Lou have communicated her feelings to her mother?
10. What actions (signs/signals) could the mother Koala have recognised that indicated that Koala Lou was feeling ‘unloved’?

Students brainstorm ways that we show liking and loving to important people in our lives, for example, sharing toys, hugging, kissing, compliments, playing with them. Teacher explains the concept of verbal and non-verbal communication and uses examples from the liking and loving list brainstormed by the students. Teacher discusses the concept of positive self talk. How could Koala Lou have practiced positive self talk to make her feel better?

Students share a time when their carers showed them or told them that they loved them. Students complete the activity worksheet *Communicating Love*.

**Resources**
- *Communicating Love* worksheet

**Assessment**
- Student completion of *Communicating Love* worksheet.
I show my family I love them by......

___________________________________________

___________________________________________

'I love it when my family shows their love by ......

___________________________________________

___________________________________________
Lesson 3  Who is in my family?

### Enduring Understandings

| E.2 A strong bond with our family and friends has a profound influence on our health and well being. |

### Outcomes

| IRS1.11 Identifies ways in which they communicate, cooperate and care for others. |
| COS1.1 Communicates appropriately in a variety of ways. |
| V3 Enjoys a sense of belonging. |

### Indicators

- Describes different types of families
- Discusses changes in families
- Appreciates the importance of family life

**KidsMatter SEL Focus:** Major - Self-Management - Managing emotions; Minor - Responsible Decision Making - Respecting others

**Suggested Learning Experiences**

TW: Teacher reads the book *This is My Family* and students identify the characters and their roles. Students identify different types of families. Teacher talks about the importance of belonging to a loving family. When we feel loved by our family we feel happy and safe. In pairs, students share one fun, memorable time that they have had with their families and think of two words to describe how they felt, for example, excited, special.

Students make their family members using plasticene or playdough. Alternatively the teacher could assist students to make paper family, decorating each member with materials, for example, wool for hair, material scraps for clothes.

Students introduce their paper people family to a partner and tells their partner what that family member does at home. What are each family member's roles and responsibilities? For example, mows the lawn, cooks, feeds the pets.

Teacher discusses how can families change? For example, death, divorce, grandparents move in, older siblings move out, injury, sickness. How can we cope with change? Some ideas include talking to family, friends and teacher; asking for help if we need it; realising you are not alone and other people have had similar experiences; positive self talk, talking to a counsellor, being hopeful that the change can be positive.

**OPTIONAL:** Read and discuss stories which depict children coping with change. For example, *Alexander, Who’s Not (Do you hear me? I mean it?), Going to Move* (Judith Viorst).

**HOME TASK:** Students bring / email photos of themselves and their family participating in weekend and holiday activities to next lesson.

**Resources**

- Playdough or plasticene
- Optional paper people proforma and craft materials
- *Alexander, Who’d Not (Do you hear me? I mean it?), Going to Move* (Judith Viorst)

**Assessment**

Teacher observation of student responses when discussing changes to family.
PEOPLE PROFORMA

Adapted from: A REDI Resource (2008 Social and emotional competencies for the early years of schooling)
Lesson 4  What activities can I do with my family?

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>E.2 A strong bond with our family and friends has a profound influence on our health and well-being.</td>
<td>IRS1.11 Identifies ways in which they communicate, cooperate and care for others. COS1.1 Communicates appropriately in a variety of ways. V3 Enjoys a sense of belonging.</td>
<td>• Discusses how they cooperate with others in work and play situations • Discusses some roles and responsibilities of family members • Appreciates the importance of family life</td>
</tr>
</tbody>
</table>

KidsMatter SEL Focus: Major – Social Awareness - Appreciating Diversity; Social Awareness - Perspective-Taking; Minor - Relationship Skills - Negotiation

Suggested Learning Experiences

TW: Teacher explains to the students that by doing activities and going places with our families we feel loved, we have fun and we have a sense of belonging. Students share their family photos with a partner and describe the activity that their family is doing together in the photo. Jesus belonged to a special family too. Students brainstorm members of Jesus’ family. Encourage students to think of family members outside of the ‘Holy Family’. For example, John the Baptist, Elizabeth, Zechariah. The students may give God as a response, as God was Jesus’ heavenly father.

Jesus did many activities with his family. Students brainstorm any scripture passages they recall, that show these times.

OR

Read the references below and identify the family members that are with Jesus at each activity/event Jesus, Mary and Joseph (Lk 2:15-20), Jesus in the Temple (Lk 2:41-52), The Baptism of Jesus (Mt 3:13-17), The Wedding at Cana (Jn 2:1-12), Jesus and his mother at the cross (Jn 19:25-27).

Students prepare a class book of Things My Family Do Together using pictures and paintings. Sections of the book could include 'Things I do with Mum', 'Things I do with Dad', 'Things we all do together': 'What we all do when we are together.' Discuss and acknowledge that all members of the family enjoy different activities. All the needs of the family need to be considered when negotiating activities. Teacher needs to demonstrate sensitivity here - include headings about step-parent/s, step-brothers, step-sisters to ensure all students are included.

TW: As a class students discuss how family activities help to meet the basic needs of love and belonging, power, freedom, fun and survival? Why is it important for family members to cooperate with each other? What happens when family members do not cooperate with each other?

HOME TASK: With parental assistance, students complete A Week With My Family Worksheet.

Resources
- Photos of family members doing activities together
- Drawing paper
- Art materials

Assessment
Teacher observation of student responses to Things My Family Do Together.

Activity Sheet 8  A Week with My Family

Day 1:  
Activity:  
Place:  

Day 2:  
Activity:  
Place:  

Day 3:  
Activity:  
Place:  

Day 4:  
Activity:  
Place:  

Day 5:  
Activity:  
Place:  

Day 6:  
Activity:  
Place:  

Day 7:  
Activity:  
Place:  

Lesson 5  What is a good friend?

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>E.2 A strong bond with our family and friends has a profound influence on our health and well-being.</td>
<td>INS1.3 Develops positive relationships with peers and other people.</td>
<td>• Uses positive talk to encourage others</td>
</tr>
<tr>
<td></td>
<td>COS1.1 Communicates appropriately in a variety of ways.</td>
<td>• Discusses the characteristics of a friend</td>
</tr>
<tr>
<td></td>
<td>V3 Enjoys a sense of belonging.</td>
<td>• Displays a commitment to developing and maintaining positive relationships</td>
</tr>
</tbody>
</table>

**KidsMatter SEL Focus:** Major - Social Awareness - Perspective-Taking; Responsible Decision Making - Respecting others

**Suggested Learning Experiences**

Students describe the things/qualities most valued about a friend:
- have fun
- like the same things
- care about each other
- tells the truth
- play together
- talk together
- share
- don’t make you do things you don’t want to do
- like sitting next to each other on the bus or like walking together to school

Teacher reads the scenarios from *How Can Others Be Helped* worksheet and students respond to each scenario in groups. Teacher selects several groups to present their responses to the class.

Students make a thank you card for a special friend thanking them for a particular quality that they appreciate. Give or post the card.

OR

Make a class display using each child’s photo and the responses from the class brainstorm of what qualities make each person a good friend.

**OPTIONAL:** Students imagine that a new student is joining their class. Jointly construct a list of items that they think the new student would need. Put these items in a ‘Welcome Bag’ and display at the front of the class. Items could include a class photo with everyone’s name on the back, drawings of each class member doing something they like, list of special days such as library, sport.

**Resources**
- Art materials
- Children’s photos and for class display
- Optional – Welcome bag resources

**Assessment**
Student’s response to *How Can Others Be Helped?* Activity.

1. Mayan has just arrived at a new school and doesn’t know anyone. She has come from far away and misses her old friends. She feels very lonely and is confused by all the new faces and things to learn. What could the people in her new class do to make her feel more welcome?

2. Rob and Gene are good friends and always enjoy going places with each other’s family. They have just had a great day at the beach together, but it ended badly when they had a big fight. They both feel really sad about the fight, but they don’t know what to say to each other. What could they say?

3. Mona’s family has to move because her mum is starting a new job in Queensland. Simon is really going to miss Mona because she has been his best friend since preschool. He doesn’t think he will find a friend like Mona again. What can Simon do?

4. Marc arrives in his new class and instantly finds a friend called Coby. Coby has always been best mates with Reece and he doesn’t want Reece to feel hurt and left out. What can Coby do to keep both friends and not make anyone sad?
Lesson 6  Who is important and special to me?

Enduring Understandings | Outcomes | Indicators
---|---|---
E.2 A strong bond with our family and friends has a profound influence on our health and well being. | IRS1.11 Identifies ways to communicate, cooperate and care for others. | • Explains why different people are important to them |
| INS1.3 Develops positive relationships with peers and other people. | • Uses positive talk to encourage others |
| COS1.1 Communicates appropriately in a variety of ways. | • Shows understanding about others’ feelings |
| V3 enjoys a sense of belonging. | • Values positive relationships |

KidsMatter SEL Focus: Major - Relationship Skills – Building Relationships

Suggested Learning Experiences

TW: Teacher reads the book *Wilfred Gordon McDonald Partridge* to the class. Teacher pauses at various stages throughout the book and students predict the next scenes. Before discussing the following questions teacher reminds students how love, trust and communication are important ways to make ourselves and others feel special.

1. Who was special in Wilfred’s life?
2. Why do you think these people were special to Wilfred?
3. Do you think that Miss Nancy loved Wilfred? Explain why.
4. What special things did Wilfred share with Miss Nancy?

Students brainstorm a definition of the words liking and loving. Using these simple definitions, identify and record up to five people whom each student likes or loves. Record on *People I Like and Love* worksheet.

Students offer stories about who is special to them and explain why. Students complete the *Stars in My Life Activity* and identify people who are important to them. Students write a word about each star on their sheet, for example, listens, helps, loves. The teacher models these words on the board. Students complete the following sentence about one chosen person:

‘[Name] …………….. is important to me because ……………………………………’

Resources
- *People I Like and Love* Worksheet

Assessment
Student work samples of *Stars in My Life* activity.
People I Like and Love

People I Like...

People I Love...

People I Like and Love

People I Like...

People I Love...
Students complete the following sentence about one person above:

............... is important to me because .................................................................

Lesson 6 - Stars in my Life

Student: ________________________________________

This task provides students with the opportunity to demonstrate their standard of achievement of the following outcomes:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
<th>Working towards</th>
<th>Achieved with support</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRS1.11</td>
<td>Identifies ways to communicate, cooperate and care for others.</td>
<td>Explains why different people are important to them</td>
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</tr>
</tbody>
</table>

**TASK:**

Students complete the *Stars in My Life* Activity and identify people who are important to them.

Students write a word about each star on their sheet, for example, listens, helps, loves.

Students complete the following sentence about one chosen person: '[Name] ……………… is important to me because …………………………………….'
Lesson 7  Why is it important to belong to various groups?

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<td>IRS1.11 Identifies ways in which they communicate, cooperate and care for others.</td>
<td>• Describes ways to help encourage and care for others</td>
</tr>
<tr>
<td></td>
<td>INS1.3 Develops positive relationships with peers and other people.</td>
<td>• Interacts with other students and adults E.g. clubs and groups</td>
</tr>
<tr>
<td></td>
<td>COS1.1 Communicates appropriately in a variety of ways.</td>
<td>• Discusses how they cooperate with others in work and play situations</td>
</tr>
<tr>
<td></td>
<td>V3 Enjoys a sense of belonging.</td>
<td>• Appreciates the need to belong to various groups</td>
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**KidsMatter SEL Focus: Major - Social Awareness - Appreciating Diversity**

**Suggested Learning Experiences**

**Teacher note:** The idea of this lesson is for the teacher to put the children into specific groups. The members of each group must then work together to discuss characteristics of their group and then nominate a name for their group.

The teacher uses coloured strips of paper to divide the children into their groups so it appears the groups are random. Group characteristics could include: all girls, all boys, all blonde hair, all green eyes, etc. Once the students are in groups, they identify the characteristics of their group and nominate a group name. At the end of the activity, the students should come to the understanding that members in a group share something in common, such as an interest, hobby, belief, etc.

Students brainstorm groups to which they belong within school and outside school. For example family, church, little athletics, scouts, karate class, nippers, band, softball team, dance group, neighbourhood group. Students discuss what common characteristics members of each group have. For example similar interests, similar age, live near each other, etc.

**TW:** Students complete the worksheet *Why is it important to belong to a group?*. Draw and label one group to which they belong and answer the following questions.

- ‘Belonging to a group makes me feel ……..’ (special, accepted, liked, loved)
- ‘The good things about belonging to a group or different groups are ……..’ (I can share my talents, I don’t feel lonely, I can do the things I enjoy)
- ‘I help and share with others in my group by …….. ’ (being considerate of their choices and feelings, encouraging them, congratulating them when they do well)

**Resources**

- Coloured strips of paper
- *Why is it important to belong to a group?* worksheet

**Assessment**

Completion of *Why is it important to belong to a group?* Worksheet.
WHY IS IT IMPORTANT TO BELONG TO A GROUP?

Draw and label one group to which you belong....

Complete the following sentences...

Belonging to a group makes me feel

________________
________________
________________

The good things about belonging to a group or different groups are

________________________________
________________________________
________________________________

I help and share with others in my group by

________________
________________
Lesson 8  What is bullying/cyberbullying?

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| E.3 We need to be aware of our responsibilities, to understand and have the knowledge to make informed choices and accept consequences. | IRS1.11 Identifies ways in which they communicate, cooperate and care for others.  
COS1.1 Communicates appropriately in a variety of ways.  
V3 Enjoys a sense of belonging.  
SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others. | • Describes feelings associated with being bullied  
• Discusses types of bullying/cyberbullying  
• Values positive relationships  
• Identifies bullying and actions they can take to protect themselves and seek help |

**KidsMatter SEL Focus: Major - Responsible Decision Making - Assuming personal Responsibility**

**Suggested Learning Experiences**

Using large sheets of art paper, students draw scenes of bullying. Students discuss their drawings with the class by identifying where the bullying is taking place and how the children are being bullied in their drawings.

Teacher explains the types of bullying:
- Physical – hitting, kicking, punching, pinching, belongings are stolen
- Social – leaving others out, rumours, ignoring
- Verbal – telling tales about others, name calling, put downs, threats
- Psychological - the child is stalked or given dirty looks
- Cyber - emails, chatrooms, texting (Students can view [http://www.cybersmart.gov.au/](http://www.cybersmart.gov.au/) (young kids section) and as a class identify what THINK means. Make class display).

Students refer to their drawings of bullying and classify the type of bullying occurring in their drawings.

Read *Bully for you* (Child's Play) and discuss what is a bully, why people are bullies and how do we deal with them. Students brainstorm words to describe bullies. For example strong, loud, sneaky, pushy, tough, rude. As a class, discuss:
- Why do we use these words to describe bullies? (stereotypes)
- Why do children bully? (to make themselves feel powerful)

TW: Teacher explains to the students that we all have a responsibility to try and stop bullying situations that we may see, or in some way be involved. As a class discuss the following questions and strategies the students can use to stop bullying situations:
- What can you do to protect yourself?
  - ‘No Go Tell’ strategy, ‘The Turtle’ strategy - pretend you have the turtles protective shell around you and nothing they say or do can penetrate the shell, stand tall, ignore it if you can and walk away.
- What can you say?
  - Practise what you are going to say by looking in the mirror: I'm not listening to you, I am going to play with my friends, I'm not interested, You are breaking the school rules, I am not going to get into trouble.
• Who can you go to for help?  
  Teacher, friend, coach, parent
• How can other children help improve the situation? Discuss the role of the bystander. It is every student’s responsibility to act and stop bullying if they see it. Relate the need for school rules to ensure a safe environment, creating a peaceful school and world is everyone’s responsibility!

In small groups, students use the above strategies and responses to prepare role plays from the Bullying Cue Cards. Students present their role plays to the class and brainstorm how the bully, the person being bullied and the onlookers might feel. What can you do to stop bullying - as a victim, as the bully, as a bystander? Ensure that students debrief from their roles.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Bullying Cue Cards  
Bully for you…(Child’s Play)  
www.cybersmart.gov.au | Teacher observation of student contribution to role plays and debriefing discussions. |

Adapted from: A REDI Resource (2008 Social and emotional competencies for the early years of schooling)
<table>
<thead>
<tr>
<th>Bullying Cue Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>A year 6 boy tries to take your lunch.</td>
</tr>
<tr>
<td>A Year 4 boy keeps waiting for you at the gate after school and tells you he is going to hurt you.</td>
</tr>
<tr>
<td>A Year 5 girl keeps running through your skipping rope trying to ruin your game.</td>
</tr>
<tr>
<td>Your friends are telling secrets and won’t let you listen.</td>
</tr>
<tr>
<td>A girl in your class keeps pushing your pencils off the table.</td>
</tr>
<tr>
<td>An older child kicks you.</td>
</tr>
<tr>
<td>You are playing soccer with your friends and they start kicking you.</td>
</tr>
<tr>
<td>Someone sends an email to you with comments that hurt your feelings.</td>
</tr>
<tr>
<td>A group of children steal your ball when you and your friends are playing.</td>
</tr>
</tbody>
</table>
Lesson 9   How do I respond to conflict?

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.3 We need to be aware of our responsibilities, to understand and have the knowledge to make informed choices and accept consequences.</td>
<td>IRS1.11 Identifies ways in which they communicate, cooperate and care for others.</td>
<td>• Identifies strategies for managing conflict</td>
</tr>
<tr>
<td></td>
<td>INS1.3 Develops positive relationships with peers and other people.</td>
<td>• Shows concern for the wellbeing of others</td>
</tr>
<tr>
<td></td>
<td>V2 Respects the right of others to hold different values and attitudes from their own.</td>
<td>• Shows concern for welfare of others</td>
</tr>
<tr>
<td></td>
<td>SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.</td>
<td>• Identifies actions and words they can use to resolve conflict</td>
</tr>
</tbody>
</table>

**KidsMatter SEL Focus:** Major - Relationship Skills - Negotiation; Self-Management - Managing emotions

**Suggested Learning Experiences**

**Teacher note:** Conflict arises out of individual’s basic psychological need for belonging, power, freedom, fun and survival needs (food, clothing, shelter) not being met. Limited resources and different values may appear to be the cause of conflicts but unmet basic needs underpin the course of all conflicts. Conflict is

- a natural part of everyday life.
- an opportunity to learn and grow.
- responded to in positive or negative ways.

As a class, brainstorm the term ‘conflict’. In pairs, students brainstorm situations that have caused conflict for them. Students record their conflicts on a strip of paper and place them in the ‘Conflict Box’.

Teacher displays Cooling Conflict Cards (either on Smartboard or make large flash cards) for the whole class to see and discuss. Highlight that there may be more than one appropriate option to respond to a conflict.

**TW:** Teacher selects several students to take a conflict from the box. If they get their own conflict, they must put it back in the box. Student reads the conflict to the class, with teacher assistance if necessary. Using the Cooling Conflict Cards, students select a suitable way to respond to the conflict. Teacher reminds the students that any decisions we make have consequences. The choices we make need to show an awareness of other people’s needs, feelings and rights. Discuss whether the responses selected were appropriate responses in regard to self control, considering solutions and expressing emotions in a positive way. Was it a ‘cool’ or ‘agro/weak’ way to respond to the situation/s?

Read and discuss stories which show children dealing with frustration, for example *Alexander the Terrible, Horrible, No Good, Very Bad Day* (Judith Viorst) and stories which show the consequences of acting on impulse, for example, *The Farmyard Cat* (Christine Anello).

Role play ‘stop, think, do’ for different situations.

**Resources**

- Conflict Box & strips of paper
- Cooling Conflict Cards
- Alexander, The terrible, Horrible, No Good, Very Bad Day (Judith Viorst)
- Farmyard Cat (Christine Anello)

**Assessment**

Teacher observation of student responses in Cooling Conflict activity.
# Cooling Conflict Cards

<table>
<thead>
<tr>
<th>Get angry and yell at the person</th>
<th>Walk away and don’t speak to the person again.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get scared and do nothing</td>
<td>Sit quietly by myself</td>
</tr>
<tr>
<td>Hit someone or something</td>
<td>Talk to a teacher</td>
</tr>
<tr>
<td>Talk to someone I can trust</td>
<td>Tell myself I’m hopeless</td>
</tr>
<tr>
<td>Tell myself that I can do it</td>
<td>Make a joke of the conflict</td>
</tr>
<tr>
<td>Make fun of the other person</td>
<td>Cry</td>
</tr>
<tr>
<td>Stop worrying about it</td>
<td>List the possible solutions</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>Choose the most acceptable solution to everyone</strong></td>
<td>Try to think about something nice</td>
</tr>
<tr>
<td>Ask others for help</td>
<td>Go and play some sport</td>
</tr>
<tr>
<td>Think about the conflict – state the problem</td>
<td>Go and play with other children</td>
</tr>
<tr>
<td>Talk to the person about the conflict</td>
<td>Try to work things out</td>
</tr>
<tr>
<td>Veto solutions that are unacceptable to those involved</td>
<td>Evaluate the solutions</td>
</tr>
</tbody>
</table>
Lesson 10  Why do we have rules?

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| E.3 We need to be aware of our responsibilities, to understand and have the knowledge to make informed choices and accept consequences. | SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.  
INS1.3 Develops positive relationships with peers and other people.  
V3 Enjoys a sense of belonging. | • Recognises the need to follow rules safely  
• Observes rules regarding group conduct  
• Recognises the contribution they and others make to social living |

KidsMatter SEL Focus: Major - Responsible Decision Making - Assuming personal Responsibility; Minor - Responsible Decision Making - Problem-Solving; Relationship Skills - Negotiation

Suggested Learning Experiences

Students brainstorm ‘What is a Rule?’. Jointly construct a class definition (A rule is a guide for appropriate behaviour or action). Why are rules made? (Rules are made to help us stay safe, maintain peaceful places, ensure justice and encourage enjoyment).

Students play some minor organised games such as Rob the Nest or Bullrush. In pairs, students attempt to describe the rules of one of the games played. Partners need to listen carefully and follow the active listening rules (discuss these first):

• Look at the speaker  
• Listen carefully  
• Hands in your lap  
• Lips sealed

After playing the game, students discuss:

• What would happen if the rules of the game were broken?  
• Why do we have rules in a game?  
• Why do we need to listen carefully to rules?

Students review a list of rules for the classroom. Using the classroom rules resource provided, students are given one rule and asked to place it under the appropriate category heading according to: safety (rules to keep us safe), courtesy (rules to be nice), health (rules to be healthy) and organisation (rules to help us to know what to do).

As a class research the rules on how to stay safe online at www.cybersmart.gov.au (young kids section). Students make a list of the most important rules to share with the class or younger grades.

As a class, discuss the following questions in relation to class, home and community rules:

1. Who is responsible for setting rules? (students, teachers, parents, government)  
2. Who is responsible for each person's behaviour? (each individual is responsible for their own behaviour)  
3. What are the consequences for not following rules?  
4. Why do we have consequences for breaking rules? (safety, building positive relationships, creating a peaceful community)

In groups students complete Types of Rules worksheet ensuring that the rules address the needs of all class members.

Resources

- Our Classroom Rules worksheet  
- www.cybersmart.gov.au

Assessment

Student work sample of Types of Rules Activity

Think about rules that you know and decide to which group they belong.

**Safety** (Rules to keep safe)
- Pack toys away after using them.
- Play inside the yard.
- Check with an adult before touching medicines.

**Courtesy** (Rules to be nice)
- Remember to use good manners.
- Share your toys.

**Health** (Rules to be healthy)
- Wash your hands before eating.
- Clean your teeth after breakfast and dinner.
- Use the bins for scraps and rubbish.

**Organisation** (Rules that help you to know what to do)
- Do your homework before dinner whenever possible.
- Help to clean up after dinner.
- Be in bed by ___ pm.
Enlarge onto A3 paper. Cut out the rules on the following two pages and categorise each rule according to the four areas on this sheet.

<table>
<thead>
<tr>
<th>Rules to keep us safe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules to be nice or polite</td>
</tr>
<tr>
<td>Rules to be healthy</td>
</tr>
<tr>
<td>Rules to help us know what to do</td>
</tr>
<tr>
<td>Our Classroom Rules</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Putting your hand up to speak</td>
</tr>
<tr>
<td>Pushing your chair under the table</td>
</tr>
<tr>
<td>Being cooperative and taking turns</td>
</tr>
<tr>
<td>Learning together and having fun</td>
</tr>
<tr>
<td>Speaking with a normal voice -not yelling</td>
</tr>
<tr>
<td>Including others, not excluding ‘you cannot play with us’</td>
</tr>
<tr>
<td>Not touching other children - no hitting, kicking, pushing</td>
</tr>
<tr>
<td>Wearing a hat to play outside (no hat, no play)</td>
</tr>
</tbody>
</table>
### TEACHER REFLECTION - UNIT EVALUATION

#### 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?
1. What did students learn? (What knowledge and skills did they learn to deepen their understanding of the outcomes/big ideas of the unit?)

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

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2. How do you know what they learnt? (What evidence do you have to support your judgement?)

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

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________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

3. What would you refine to improve student learning outcomes?

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________
Student Unit Reflection
Stage 1

Student Name: ___________________________________________ Class: ___________

Unit/Topic: _____________________________________________

😊 One of the things I enjoyed learning about was....

رياض One thing I would change is....

프로그래밍 One thing I enjoyed sharing with my family at home was....

What things from this unit would I like to learn more about?

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

1  2  3  4  5