

Early Stage 1 – Unit 1

What does my world look like?

The following units of work for Early Stage 1 provide suggested activities to facilitate students' understanding of diversity through an inquiry framework. They emphasise belonging, respect for and appreciation of difference and empathy for others. Students learn about and practice being a good friend and the behaviours that protect both themselves and others from bullying.

Note: Teachers should consider and be sensitive to the needs of specific students when planning these activities.

The subject matter includes:

- groups we belong to including families, classes and community
- appreciating and accepting our differences
- characteristics that make a good friend
- keeping myself and others safe from bullying.

The units can be used to support the following syllabus areas and suggested outcomes.



Syllabus links

- Personal Development, Health and Physical Education
- Human Society and its Environment
- English
- Mathematics



Outcomes

Hte-1 Communicates stories of their family heritage and the heritage of others.

MAe-9MG Describes and compares lengths and distances using everyday language.

IRES1.11 Identifies how individuals care for each other.

INES1.13 Relates well to others in work and play situations.

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.

V3 Enjoys a sense of belonging.

ENe-1A Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction.

ENe-2A Composes simple texts to convey an idea or message.

ENe-4A Demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies.

ENe-8B Demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter.

ENe-11D Responds to and composes simple texts about familiar aspects of the world and their own experiences.



Planned assessment

Assessment for learning

Establish current student understanding using strategies such as retrieval charts, word banks, mind maps, “I wonder” walls and class discussion.

Assessment as learning

Ongoing formative and summative assessment to monitor outcome achievement and ensure learning is matched to the correct level of challenge.

Assessment of learning

Identify physical and social aspects of self and represent themselves as part of the wider community. Explain how to be a friend in the playground and support others to be safe.



Broad focus for an inquiry: Diversity and difference, culture and society, family

Generative questions

- What is a family?
- How are families different or the same?
- What are some groups I belong to?

Understandings, skills and values

- Families can be very different.
- Families can do different things and live in different ways but share many common values.
- Students belong to different groups.
- All students belong in their class and school.

Tuning in

What do families look like?

Read stories and view short films that describe many different family types and structures.

Examples of resources include:

- *Tom Tom* by Rosemary Sullivan and Dee Huxley
- *Children Just Like Me* by Barnabas and Anabel Kindersley
- *Allison* by Allen Say
- *Grandpa and Ah Gong* by Morag Loh and Xiangyi Mo
- *What Will You Be, Sara Mee?* by Kate Aver Avraham
- *A New Year's Reunion* by Yu Li Qiong
- *Grandad's Medals* by Tracy Duncan
- *An African Christmas* by Ifeoma Onyefulu
- *Come to the Party Collection* by Suzanne Lauridsen.

Finding out

'All about me' artworks

Students create an artwork of themselves, doing something they enjoy such as playing soccer, playing with friends, going to grandparent's house or reading a book. Students can add a sentence describing how they feel doing their favourite activities.

Sorting out

Explaining our artworks

Students discuss their artworks and explain why they have chosen the items they have included to represent themselves in their artwork.

Going further

What groups do I belong to?

Students contribute to a class chart showing all the groups that are important to them. Students should be encouraged to reflect on groups that they belong to, including their class.

Concluding and acting

What is my community/where do I belong?

Students collaborate to design a mural to celebrate that everyone belongs in their class (or school). Develop a class motto that emphasises belonging and display the results.