

## Stage 1 – Unit 2

# What groups do I belong to?

The following units of work for Stage 1 provide suggested activities to facilitate students' understanding of diversity through an inquiry framework. Students engage in activities that promote respect and appreciation of difference through increased understanding and empathy for others. Students learn about and practise 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:

- families can be similar or different to my own
- everyone has a personal identity
- caring for others
- protecting myself from bullying
- keeping 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

**EN-1A** Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations.

**EN-2A** Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers.

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

**IRS2.11** Describes how relationships with a range of people enhance wellbeing.

**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.

**EN1-1A** Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations.

**EN1-2A** Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for readers and viewers.

**EN1-4A** Draws on an increasing range of skills and strategies to fluently read view and comprehend a range of texts on less familiar topics in different media and technologies.

**EN1-8B** Recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter.

**EN1-11D** Responds to and composes a range of 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 and class discussions.

### 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

Students demonstrate their understanding and use of whole-school approaches for anti-bullying and upstander behaviour.



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

### Generative questions

- What is special about me?
- What are my strengths?
- How can I use my strengths to help others?
- How can my class work together to help each other?

### Understandings, skills and values

- Identify similarities and differences
- Working collaboratively with peers and respecting their opinions.

### Tuning in

#### How am I the same or different from my friends?

Build student recognition and acceptance of differences and similarities. Play a '[getting to know each other](#)' scavenger hunt game where students find others in their class who share something in common with them, for example, a love of sports, a type of pet, a favourite food or movie.

### Finding out

#### How can I contribute to a successful classroom?

Class discusses and brainstorms the personal qualities that contribute to a successful classroom. For example, listening to each other, sharing, being kind, being patient and including others in games. Students identify their strengths and describe them in a sentence or short paragraph.

### Sorting out

#### 'Hall of Fame' class portraits

Student photographs or self-portraits are displayed, accompanied by their strength descriptions from the activity above. Discuss how different kinds of strengths are necessary for a successful classroom and that each student has something to contribute to the class team.

### Going further

#### How are we the same or different?

Students create an exhibition about themselves and their families to share in a class display. This could include anything that they consider important including favourite toys, photographs and artefacts from home.

### Concluding and acting

#### Personal identity exhibits

Students explain why they have chosen some of their exhibition items. Students could invite family and family friends to view their display and those of their classmates.

#### Resource:

[Harmony Day – Everyone Belongs](#) includes resources to support teaching about belonging.