

## Stage 1 – Unit 3

# How can I care for others?

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: Social and personal capability

### Generative questions

- How does our community care for people?
- What are caring behaviours?
- How can I care for other students in my class and at my school?

### Understandings, skills and values

- Identify and classify ways of caring for different people.
- Understanding how students can care for others.
- Recognising bullying and protecting myself and others from bullying through active bystander behaviours.

### Tuning in

#### What is caring?

Classes identify the characteristics of caring people. Brainstorm and list caring words, actions and behaviours. Students discuss how we care for our family, friends, people in the community and people around the world.

### Finding out

#### Who cares for us?

Research all the people who care for us, including people who have caring jobs such as doctors, nurses and teachers. Investigate programs in the community that offer caring, such as aged care programs, toddler library sessions or support for people newly arrived in the area. View the local council website for ideas. Class can make a display of people who care for others.

### Sorting out

#### What can we do to care for others?

Students are photographed caring for each other across a range of school situations. Write sentences for each picture. Examples could include caring behaviour in the classroom, on the playground and during activities such as sport and lunch. Publish as a class book.

### Going further

#### What is bullying?

Explain to students how to recognise and respond to bullying behaviour in accordance with whole school approaches and strategies. Discuss how we can use caring behaviours to prevent bullying and to support others if we see them experiencing bullying behaviour from others.

### Concluding and acting

#### How can I keep myself and my friends safe from bullying?

Students role play being an active bystander (upstander) and practice using the whole school anti-bullying strategies to prevent and respond to bullying behaviour.