

Get Along Stage 1 Library Program

Connection focus: developing a network of people we can trust helps to keep us safe. We make choices in our lives based on our needs, values and beliefs, combined with an understanding of the roles, rights and responsibilities of community members.

PDHPE Strand

Students learn to identify situations where their personal safety may be at risk. They explore ways to maintain positive relationships and they develop strategies and decision making skills in order to keep themselves and others safe. Issues related to power in relationships and protective strategies can be explored in the context of child protection education. Responsible behaviours in storing and administering medicines are explored within the context of drug education. It is expected that child protection education and drug education will be taught as part of PDHPE programs in each Stage.

Creative Arts Strand

Creative Arts activities provide an opportunity for students to develop an understanding of personal identity as well as different kinds of relationships. Personal and group needs, responsibilities and rights can be explored in a controlled and non-threatening environment.

Artworks can stimulate discussions about responsible behaviour, roles, rights and responsibilities, as well as situations concerning personal safety.

Outcome	Lesson Focus	Assessment
<p>IRS1.11 Identifies the way in which they communicate, cooperate and care for others</p> <ul style="list-style-type: none"> identifies who cares for them. <p>TES1.1 Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.</p>	<p>Students listen to the story My dearest dinosaur by Margaret Wild. Discuss:</p> <ul style="list-style-type: none"> how do I care for others? what is protection? express opinions about the characters 	<p>Students complete the worksheet, writing a letter from the dinosaur called "The Cheeky One" to the absent parent.</p>
<p>PDHPE SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others</p> <ul style="list-style-type: none"> identifies people who can help them identifies people who they can trust demonstrates actions they can take when feeling unsafe. <p>IRS1.11 Identifies the way in which they communicate, cooperate and care for others</p> <ul style="list-style-type: none"> identifies who helps and cares for them suggests actions they can take if they feel frightened. <p>INS1.3 Develops positive relationships with peers and other people</p> <ul style="list-style-type: none"> listens and responds to others. 	<p>Read the story of Little Red Riding Hood. Discuss the following rules/messages for the character from the story: stay on the path, go straight to grandma's, don't play on the way, don't talk to strangers. Ask:</p> <ul style="list-style-type: none"> what do each of these mean? why were these rules set for Little Red Riding Hood? what happened to Little Red Riding Hood when she forgot her safety rules? what clues (written and visual) did you get that Little Red Riding Hood was in an unsafe situation? 	<p>Students complete the worksheet, identifying safe and unsafe situations. Students suggest strategies that Little Red Riding Hood should have followed to stay safe.</p>

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<p>Creative Arts: Drama</p> <p>DRAS1.1 Takes on roles in drama to explore familiar and imagined situations</p> <ul style="list-style-type: none"> experiments with voice to create appropriate characteristics in role. <p>DRAS1.2 Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement</p> <ul style="list-style-type: none"> participates and adapts stories for enactment in readers theatre. <p>DRAS1.3 Interacts collaboratively to communicate the action of the drama with others</p> <ul style="list-style-type: none"> shares their drama making with others in a group. <p>DRAS1.4 Appreciates dramatic work during the making of their own drama and the drama of others</p> <ul style="list-style-type: none"> responds to their own drama and that of others by describing their ideas and feelings. <p>English</p> <p>TS1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.</p> <p>TS1.3 Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations.</p>	<p>Readers' theatre - Three billy goats gruff</p> <p>Students become part of a make-believe situation and take on a role in reader's theatre. They use language skills to express an idea.</p> <p>Lesson A introduction</p> <ul style="list-style-type: none"> Teacher re-reads the story, and students individually improvise action and different ways of saying the lines for specific characters. Students should focus on gesture and vocal expression to communicate roles. Decide on the performance space Divide the class into groups of five or six and allocate roles to each student (billy goats, troll and narrator/s). The teacher may take the role of narrator, reading along with one or two students in each group. Students explore and practise roles. <p>Lesson B rehearsal</p> <ul style="list-style-type: none"> The groups rehearse another reading of the text, negotiate and make final decisions about action and dialogue. <p>Lesson C performance</p> <ul style="list-style-type: none"> Students perform their piece for the rest of the class. Discuss the performances. Students express feelings and opinions about the performance: <ul style="list-style-type: none"> how were the characters different? which performance did you like best? Why? how could the performance be improved? 	<p>Students work in groups to present a readers' theatre performance of the story.</p>

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<p>English RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.</p> <p>RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.</p>	<p>A focus on family Use a text that focuses on family such as <i>The boss</i> by Allan Baillie.</p> <ul style="list-style-type: none"> • Before reading: <ul style="list-style-type: none"> - display cover and ask students what they think the text will be about - what clues are there in the images on the front cover • During reading: <ul style="list-style-type: none"> - refer to the title and relate it to the story - locate the story in time and place - identify and describe each character. • After reading: <ul style="list-style-type: none"> - who is in the family? How is this like your family? - what do different family members do – in the text, in own family? - identify the roles and responsibilities of family members in the story? How are these the same or different to students' families? - who is <i>The boss</i>? Who also has a younger sister or brother who behaves like <i>The boss</i> sometimes? Is this a problem? Why or why not? - what would it be like to live in a place where <i>The boss</i> was real and everyone had to do what <i>The boss</i> wanted? - Ask: what would life be like? Would people be happy? Would you like to live there? Why or why not? 	<p>* Students create a narrative outlining the actions of <i>The Boss</i> on the following day.</p>
<p>IRS1.11 Identifies the way in which they communicate, cooperate and care for others</p> <ul style="list-style-type: none"> • <i>describes family activities</i> • <i>describes their own family.</i> <p>English RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.</p> <p>WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.</p>	<p>Families provide love and support. They meet personal needs and wants of family members. Use <i>Johnny Cakes</i> from the <i>Big mob books for little fullas</i> (BOS)</p> <ul style="list-style-type: none"> • Look at the map on the inside cover to locate the place where the story takes place. • Discuss the steps in making the Johnny Cakes 	<p>Students complete worksheet where they write a procedural text explaining how to make Johnny Cakes</p>

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<p>INS1.3 Develops positive relationships with peers and other people</p> <ul style="list-style-type: none"> • cooperates in groups situations • interacts with other students. <p>COS1.1 Communicates appropriately in a variety of ways</p> <ul style="list-style-type: none"> • identifies different ways of communicating with others. <p>English</p> <p>RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.</p>	<p>Students listen to story, "Ish" by Peter H Reynolds</p> <p>Discussion: how did the actions of the brother and sister in the story have an impact on the main character?</p> <p>* How did the main character communicate his ideas?</p>	<p>Students complete worksheet, answering comprehension questions and then presenting their own "Ish" drawing to represent different concepts.</p>