

Stage 1 – Unit 1

What is a family?

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, family

Generative questions

- How are some families organised?
- What are some ways in which families are similar or different?
- What do I know about my family?

Understandings, skills and values

- Examining family structures.
- Recognising and valuing family structures.
- Describing own family structure.

Tuning in

Families come in all shapes and sizes

Students bring a photo of their family and display on the "Family Wall".

Discuss family structures students are aware of (their own and others) and how they fit together. Students have opportunities to ask questions of each other about their families.

Finding out

Case study: families

Students work together or in small groups to investigate a case study of a family that is different to their own, for example, a family in a different location in the world, a family in the country or city, or a family from long ago. Examples of resources include:

- *Mirror* by Jeannie Baker
- *My Mob going to the Beach* by Sylvia Emmerton
- *My Place* by Nadia Wheatley and Donna Rawlins (illustrator).

Sorting out

What are some things that are different or the same in other families?

Students develop understanding and appreciation of similarity and difference by discussing how their case study family is different or the same as their own family. They could contribute to a chart showing differences and similarities that can be added to over time. Class discussion should consider how many positive values families share regardless of time, place or circumstances.

Going further

What can I find out about my family?

Students develop their own inquiry questions about their family to research at home and share with their class.

Concluding and acting

Sharing our research

Students share what they have found out about their families. Encourage students to present their information in a variety of ways, such as photos, stories and memorabilia. The teacher could video student presentations to produce a class movie that can be presented to another class or at school assembly.