

FOUNDATION YEAR

Lesson 2: BEING ME, BEING YOU



Length of lesson 2: 45 - 60 minutes
Prior knowledge (what should the teacher have already covered) <ul style="list-style-type: none">• Lesson 1 on feelings
Resources required <ul style="list-style-type: none">• 'Being me, being you' book• Class set of Human Body outlines• Highly recommended optional books "Accept and value each person" (Cheri J. Meiners, M.Ed.), "Whoever you are" (Mem Fox)
Key Concepts <ul style="list-style-type: none">• We all have things about us that are similar and different to others our age.• We can experience many benefits of friendship when we value and accept difference.
Learning outcomes <p>LO1: Students understand that we all have differences and that's what makes us interesting and unique.</p>

Australian Curriculum Links

General Capabilities by the end of Foundation year (level1)

*PSC: Personal and Social Capability IU: Intercultural Understanding EU: Ethical Understanding
CCT: Critical and Creative Thinking L: Literacy*

PSC: Work collaboratively: share experiences of cooperation in play and group activities

PSC: Work independently and show initiative: attempts tasks independently and identify when and from whom help can be sought

EU: Examine values: identify values that are important to them

L: Use language to interact with others: use short pair, group and class conversations and discussions as learning tools to explore learning area topics and to prepare for creating texts

L: Understand learning area vocabulary: use familiar vocabulary contexts related to everyday experiences, personal interests and topics taught at school and used in other contexts

IU: Mediate cultural difference: identify similarities and differences between themselves and their peers

CCT: Identify and clarify information and ideas: identify and describe familiar information and ideas during a discussion or investigation.

Assessable moments: As students undertake the learning experiences described in the lesson, take note of a range of assessable moments to provide information about student achievement. Ongoing assessment will provide evidence of the extent to which students achieve the identified Australian Curriculum links. Assessable moments are linked to learning outcomes and are identified by the following identifier:

LO (insert number)

Format	Lesson Plan: Suggested sequence of learning experiences
Intro 5 mins	<p>Welcoming activity: see lesson 1.</p> <p>State the learning intention: Today in the Everyone Everyday program we are going to be learning about ways we are similar to others, and ways we are different, and why this is a great thing.</p>
20 minutes	<p><input checked="" type="checkbox"/> LO1 ACTIVITY 1: Read a story - Being me, being you</p> <p>Refer to story 'Being me, being you'. You can use this story to reinforce the feelings theme from lesson 1, and accepting differences when making friends.</p> <p>To follow is the script of the book and some stimulus questions and teachers notes.</p> <ol style="list-style-type: none"> 1. Read the story through once so children can hear the rhyme. 2. Read the story through a second time, discussing the main messages. <p>'SOMETIMES I AM HIGH, SOMETIMES I AM LOW' This relates to body language. When we are feeling high (happy), we stand tall. When we are feeling low (sad), we feel small.</p> <p>'SOMETIMES I AM FAST, SOMETIMES I AM SLOW' Do you have days when it might take you a bit longer to do things? Why might this happen? (eg. feeling tired, feeling upset, finding it difficult to concentrate to get something done)</p> <p>'SOMETIMES I LIKE BLUE, SOMETIMES I LIKE RED' Is it OK to change our minds?</p> <p>'SOMETIMES I FALL OVER, AND LAND RIGHT ON MY HEAD' Do you have days when you feel a bit wacky, or out of sorts?</p> <p>'SOMETIMES I AM GOOD, SOMETIMES VERY BAD' It's impossible to be good all the time!</p> <p>'SOMETIMES I AM HAPPY, SOMETIMES I AM SAD' Relate this to relationships with others. Eg What can make us feel happy at school? What can make us feel sad at school?</p> <p>'SOMETIMES I GO LEFT, SOMETIMES I GO RIGHT' We like to change our minds!</p> <p>'SOMETIMES I'M SO SHY, I STAY RIGHT OUT OF SIGHT' Have you had times when you feel shy? What makes you feel shy? (eg. meeting new people, joining a new group, starting something new?)</p> <p>'SOMETIMES I AM QUIET, SOMETIMES VERY LOUD' When are you quiet? When are you loud?</p> <p>'SOMETIMES I'M EMBARRASSED, SOMETIMES I AM PROUD' Relate to how others treat us. How can someone make you feel embarrassed? (When they put you down for something you find difficult, or when someone says something mean about the way you look or talk or move) How can someone else make you feel proud? (when they recognise something that I am good at and congratulate me, or invite me to join in).</p> <p>'SOMETIMES I AM DIFFERENT, WE ARE NOT ALL THE SAME' Is it good to be different? Why?</p> <p>'THAT'S WHAT MAKES LIFE COOL, SO COME AND JOIN MY GAME' Don't stand back, join in and meet new people who are different from you.</p> <p>'WE CAN BE GOOD FRIENDS, THERE'S LOTS THAT WE CAN DO'</p> <p>'IF I LET YOU BE YOU, AND I CAN BE ME TOO!' We can make lots of friends if we accept that we all are different in so many ways. (eg. the way we talk, learn, the way we communicate, our hobbies, things we are good at and things we are not so good at, the way we move)</p> <p>OPTIONAL ACTIVITY: students recite the 'Being Me, Being You' book with actions that represent the feelings/meaning.</p>

Body

LO1 Activity 2: Ways we can be similar and different

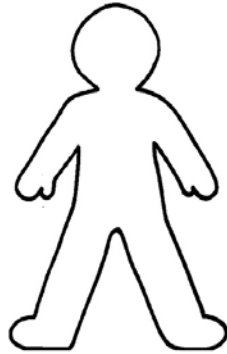
Now we are going to look at ways people can be the same, and how they can be different.

20 mins

What ways might we be similar or different from each other?

Activity option 1: Teacher draws stick figures and simple illustrations to record their responses (see examples that follow).

Activity Option 2: Alternatively, ask students to consider their own personal responses to the similarities and differences listed below and get them to draw their answers on and around a basic diagram that represents them. Use these illustrations to demonstrate that we are all different in many ways.



Examples:

- Physical differences (height, hair colour, skin colour)
- What language we speak at home
- Our likes and dislikes (eg. what music we like, what we like to wear, what we like to eat (eg, favourite fruits/vegetables/snacks))
- What games we like to play
- Our favourite things

Facilitate discussion about the following differences and similarities if they have not already been mentioned

- **Things that we are good at and things we are not so good at (or need extra help with)**
- **The way we communicate eg. speaking (verbal), written (words/pictures/signs), Braille (raised dots) for people who have a vision disability, music, colour, touch, body language**
- **The way we talk**
- **The way we move**
- **The way we think and respond to things that are happening around us**

(Teachers notes: use explicit teaching and think out loud to draw children's attention to different **abilities** – things we are good at, and things that we are not so good at. Also, begin the discussion that we can be different in how we talk (talk fast/talk slow/don't talk), in how we move (move fast/move slow/move in a wheelchair/move using crutches), in how we communicate (using words/using pictures/using music/ using our hands eg sign language).

Main point to highlight:

- **no matter what the differences are, it is a wonderful thing that we are not all the same. Sameness is boring; difference is interesting and should be valued and celebrated.**

Class discussion to consolidate learning:

