

UNIT	Families Past and Present: Stories and Histories				STAGE			1	TERM		3
DURATION:	1	2	3	4	5	6	7	8	9	10	
<p><b>PURPOSE:</b></p> <p>✓ <b>Content:</b> This unit provides opportunities for students to explore similarities and differences between their own families and the families of other students in their class. The unit focuses on continuity and change in different families, looking at the value of what is retained and why changes are made, through stories told, the reasons why certain people, events and days are important to themselves and their families. It invites the students to reflect on how they show <b>CARE AND COMPASSION, RESPECT, UNDERSTANDING, TOLERANCE AND INCLUSION</b> towards their families and others, just as Jesus does.</p> <p><b>Teaching For Quality Learning Purpose:</b> Develop students' awareness of the big pictures; how the various activities fit together and link to the big ideas.</p> <p><b>Values:</b> To care for self and others. To treat others with consideration and regard, respect another person's point of view. Be aware of others and their cultures, to accept diversity within a democratic society, being included and including others.</p>											
<p><b>AREAS OF INTEGRATION:</b></p> <p><b>Religion:</b> 1.4 Nourished by God</p> <p><b>English:</b> The structure and grammatical features of the text types; Recounts, Narratives and Factual Descriptions.</p> <p><b>Maths:</b> Graphing of people in my family. Timelines</p> <p><b>Creative and Practical Arts:</b> Role-playing events in the lives of people, both past and present. Representing the stories people tell through music, dance, drama and visual arts.</p> <p><b>ICT:</b> Create a digital class book of Personal Recounts.</p>											
<p><b>E.S.L AND SPECIAL NEEDS CONSIDERATIONS:</b></p> <p>By using cooperative procedures we allow for differentiation and scaffold metacognition.</p>											
<p><b>ASSESSMENT:</b></p> <p>Assessment tasks are noted with (A)</p>											

1. Written Recount 2. Write and illustrate a different ending to show their understanding of *Care and Compassion*. 3.

### OUTCOMES

#### CCS1.1

**Communicates the significance of past and present people, days and events in their life, in the lives of family and community members and in other communities.**

- ✓ Identifies and talks about the lives of people in their family and community.
- ✓ Identifies the origins of significant days and events celebrated by their family and community.
- ✓ Retells the original stories associated with traditions of their family and community.

Explains why a personal, family or community event is significant.

#### CCS1.2

**Identifies changes and continuities in their own life and in the local community.**

- ✓ Communicates the value of the contribution of past generations to community life.
- ✓ Describes and sequences stages and events in their life and in the lives of family members, and reflects on the significance of these stages and events.

#### CUS1.3

**Identifies customs, practices, symbols, languages and traditions of their family and of other families.**

- ✓ Gives information about their own family background, including languages spoken at home, religions, traditions, practices, customs, celebrations and stories
- ✓ Explains ways in which family members learn from each other about customs and traditions, eg recounts, songs, dances

Identifies characteristics that make another family different from or similar to their own.

### VALUES AND ATTITUDES

CARE AND COMPASSION	DOING YOUR BEST	FAIR GO	FREEDOM	HONESTY AND TRUSTWORTHINESS	INTEGRITY	RESPECT	RESPONSIBILITY	UNDERSTANDING, TOLERANCE & INCLUSION
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HSIE VALUES

#### RESOURCES:

#### GLOSSARY OF STRATEGIES

*Guess the Picture (A35), Inner and Outside Circle (A30), Inner and Outside Circle (A30), Brainstorm Bingo (B32), Semantic Map (B11), Think, Pair, Share (B12), Completing Questions From The Stem (B19), De Bonos Thinking Hats (C19) Retrieval Chart, Before, Before, After, After*

## LEARNING SEQUENCE

### LEARNING SEQUENCE 1: Who is in my family?

Weeks 1-2 Tuning In/Gathering

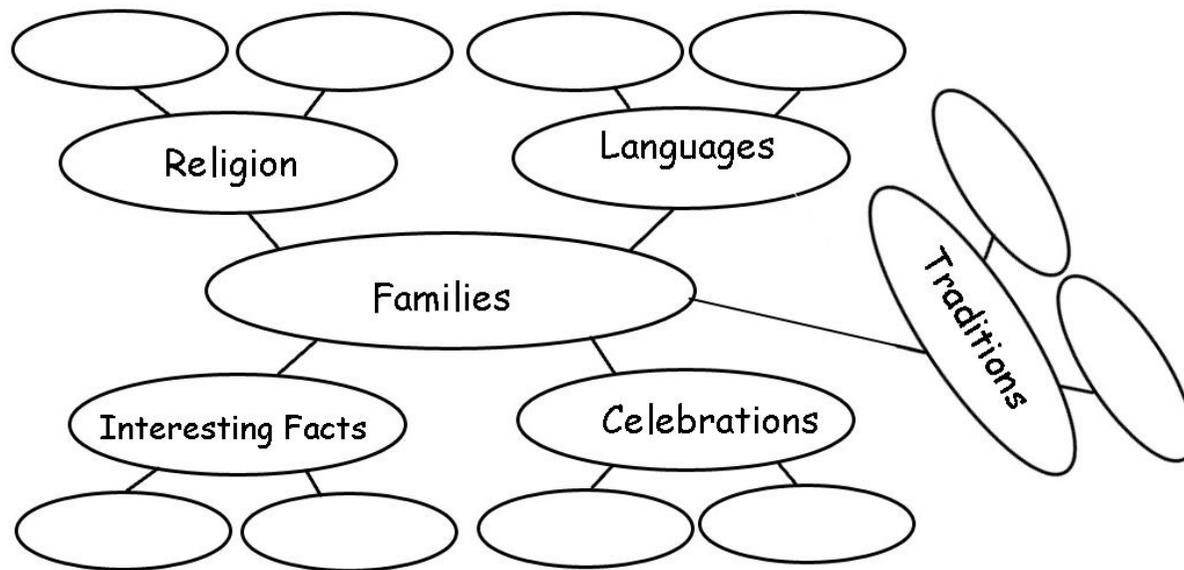
Date & Sign on completion

- ✓ **Guess the picture (A35)** Slowly reveal a collage of photos of different family types (nuclear, extended, grandparents). Are all families the same? Build on questions and answers. (RESPECT, UNDERSTANDING TOLERANCE & INCLUSION).
- ✓ **Inner and Outside Circle (A30)** Students take turns sharing who is in their family. Did anyone find someone with the same family make-up as their own?
- ✓ **Brainstorm Bingo (B32)** In a 3x2 grid, students write/draw 6 members of their family. The first to place a counter on all family members calls out BINGO.
- ✓ Using the Brainstorm Bingo grid, the students cut out the family members and construct their own **Semantic Map (B11)** focused around the key words *My Family*, showing the inter-relationships of their family. Students **Think, Pair, Share (B12)**, to identify the similarities and differences in families.

<b>LEARNING SEQUENCE 2: Learning About Our Families.</b> <b>Weeks 3-4 Gathering</b>	<b>Date &amp; Sign on completion</b>
<p>✓ Introduce key concepts that students will be researching (languages spoken at home, religions, family traditions and celebrations).</p> <p>✓ In small groups, children brainstorm questions that they want to ask their families. These questions need to be based on the above topics. Each student will interview at least one family member. The teacher will collect each groups questions and construct an interview questionnaire, in a table format, that students will be able to use to interview their family members.</p> <p style="text-align: center;"><u>My Family</u></p> <p>Who are you interviewing? Where were you born?</p> <p>What languages can you speak?</p> <p>What is your religion? What family traditions do you have?</p> <p>What is your favourite family celebration? Other interesting facts</p> <p>✓ With collected information from family interviews, have the students cut up their answers in order to create a whole class <b>Semantic Map (B11)</b> using the above concepts for each area. The purpose of this map is to show the students that within families there are many similarities and differences which make us all unique. Link this idea to the values of <i>Care and Compassion, Respect,</i></p>	

**Understanding, Tolerance and Inclusion.** Make explicit the awareness of other people and their cultures.

This Semantic Map is an example of a possible whole class display using gathered information.



<b>LEARNING SEQUENCE 3: ORAL STORIES AND HISTORIES FROM OUR OWN EXPERIENCES</b> Weeks 5-6	Date & Sign on completion
<ul style="list-style-type: none"> <li>✓ Students brainstorm what memories they have about themselves and their families. List their responses. Point out that we all have our own family history. As a talking and listening activity students recount an event in their own lives. <b>Completing Questions from the Stem (B19)</b> may assist students who are having difficulty. For example: When I was a baby, once when I was being baby sat, when my baby brother was born, in the holidays, at Christmas etc. Students write and draw a picture to match their recount. Have students take a digital photo of their drawing. Using a microphone and the audacity program (downloaded from the internet: <a href="http://audacity.sourceforge.net">audacity.sourceforge.net</a>) record each students oral recount. Create a digital class book. <b>A Written Recount</b></li> <li>✓ Have students develop categories for the different kinds of events that have been experienced by everyone who has provided an oral history, eg births, deaths, accidents, holidays, a new pet, moving house.</li> <li>✓ Invite visitors (parents, grandparents, Parish Priest) to talk to the class about significant events in their lives. Ask if their oral histories can be taped for later reference.</li> <li>✓ Using the recordings that have been made, categorise the stories told by the visitors (eg accidents, holidays, moving house/country).</li> <li>✓ Compare the events that students have experienced with the visitors using a <b>Venn Diagram (A13)</b></li> <li>✓ Jointly construct timelines sequencing the major events that each person spoke about. Compare and discuss similarities and differences between the timelines.</li> </ul>	

<b>LEARNING SEQUENCE 4: LOOKING AT ORAL HISTORY WITHIN A CULTURE</b> Week 7-8 Gathering and Producing	Date & Sign on completion
<p>✓ Read and discuss stories that have been passed down from generation to generation. Ask students why these stories are still told, eg because they entertain, because they teach a lesson.</p> <p>✓ Introduce <i>The Dreaming Stories</i> to the students. Explain the importance of oral stories for Indigenous cultures.</p> <p>Provide opportunities for students to hear/learn about narratives or recounts that are valued in an Indigenous community using a variety of mediums;  <a href="http://www.abc.net.au/dustechoes/dustEchoesFlash.htm">http://www.abc.net.au/dustechoes/dustEchoesFlash.htm</a>, books, media files etc.</p> <p>✓ As a class, use a <b>Retrieval Chart</b> to categorise the stories students have listened to. Record the purpose of each story, eg to entertain, to teach us how to behave, to share cultural/spiritual knowledge, characters, setting and events.</p> <p>✓ Read <i>How the Birds Got Their Colours</i> (Compiled by Pamela Lofts 2004, Scholastic Australia ISBN: 1 86504 624 8) with a focus on <i>Care and Compassion</i></p> <p>students use <b>De Bono's Thinking Hats C19 (Red Hat: Feelings, Yellow Hat: Positive Points About the Issue, Black Hat: Negative Points About the Issue)</b> to relate to the story.</p> <p><b>A</b> Based on <i>How the Birds Got Their Colours</i> students will illustrate and write a different ending to show their understanding of what the crow could have done to show <i>Care and Compassion</i> towards the dove.</p>	

<b>LEARNING SEQUENCE 5: WE ARE ALL CALLED TO LOVE AND SERVE ONE ANOTHER</b> Week 9-10 Reflection	Date & Sign on completion
<p>✓ The final part of this unit looks at the story of 'The Feeding of the Five Thousand' (<i>1.4 Nourished by God</i>). It explores how Jesus cared for and fed the people. It invites the students to reflect on how they show <b>CARE AND COMPASSION, RESPECT, UNDERSTANDING, TOLERANCE AND INCLUSION</b> towards their families and others, just as Jesus does.</p> <p>✓ Shared Book Experience 'The Feeding of the Five Thousand'. Use 3D figures to assist the telling. <b>Completing Questions from the Stem (B19)</b>; Why do you think Jesus fed the people? What did the disciples want to do? What did Jesus tell the disciples to do? What did Jesus do the bread and fish before giving it to the people? Was there another time when Jesus shared bread?</p> <p>✓ <b>A</b> To identify what students have learnt, have the students choose a part of the story that they would like to present through the use of (collage, clay, paint, pencil etc). Choosing a second medium the students create a piece of work that shows how they live one or more of the taught values in relation to their families (relate learning to real life situations).</p> <p>✓ The teacher will talk with individual students about their work using open-ended statements.</p> <p><b><u>FOCUS:</u></b></p> <ul style="list-style-type: none"> <li>• Enable children to make choices and apply their ideas</li> <li>• Relate learning to real life situations</li> <li>• Give children the opportunity to identify what they learnt, how they learnt and why.</li> <li>• To provide opportunities for students to think about their learning/how they learnt/what they learnt/and why</li> <li>• To identify changes in skills, knowledge and values</li> </ul>	

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| <ul style="list-style-type: none"><li>• To draw conclusions and make connections between ideas.</li></ul> |  |
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