

ANGLESEA PRIMARY SCHOOL

TEACHING PLAN – SCHOOL VALUES

TERM 2, 2022

RESPECT RESPONSIBILITY KINDNESS COLLABORATION

This teaching plan will assist the school to achieve a Key Improvement Strategy from the 2022 Annual Implementation Plan, being:

Develop a whole school Wellbeing Plan to embed our school values using the School Wide Positive Behaviour Support (SWPBS) and Respectful Relationships (RR) initiatives.

- Week 1 of each term is Wellbeing Week and teachers will teach at least one 1 hour lesson every on alternative day related to each of the four Values from the Matrix using SWPBS (tell, show, practice).
- In the following weeks, a one-hour Wellbeing session will be held to teach the Value of the Week. 15 minutes will be dedicated to SWPBS (tell, show, practice), with the remaining time dedicated to a relevant lesson from RRRR.
- The SWPBS strategies (tell, show, practice) will be reinforced during each of the remaining days of the week by the HOME GROUP teacher as well as ALL TEACHERS. This will take 4-5 minutes and could be done when marking the student attendance roll.
- Each Friday, the HOME GROUP teacher will acknowledge student behaviours using the 'stickers chart' and introduce the next 'Value of the Week'.
- Mid-term, we will conduct whole school / year level data analysis to determine the next Value to focus on. This means we will focus on two Values each term.

Term 2, 2022		
VALUE OF THE WEEK	SWPBS	RRRR lesson
Wk 2: Collaboration – We assist others when help is needed Why: To show others kindness and create a supportive and caring community. Success: We help others get organised for learning time and help our class pack up and put things away. Setting: Playground, Cubbies, Basketball court, Stadium, Oval and Learning Spaces.	Tell: We assist others when needed to create a kind, supportive and caring community. Show: Looking out for each other – be observant. Helping when you see someone unpacking or packing up equipment. Picking up items left lying around the school grounds and inside and returning them. Practice: Role play different scenarios Use Script/Common language Video Models	Topic – Problem Solving Prep – Lesson 1 – The picnic problem solving game 1/2 – Lesson 1 – Let's Work Together: Cooperative Games 3 / 4 – DAX – Toas – Who am I as an Individual? 5/6 – Lesson 1- We have a problem, how can we deal with it? Other resources and teaching strategies are: Students Wellbeing Journals Mentor Texts – The Invisible Boy By Trudy Ludwig https://www.youtube.com/watch?v=cNHc2XCultQ
Wk 3: Collaboration – We solve problems together. Why: To be able to negotiate positive outcomes to problems. Success: We have positive interactions with others and everyone achieves their learning goals. Setting: All Locations.	Tell: We actively listen to each other in order to negotiate positive solutions to problems. Show: We listen with our eyes, ears and have still bodies when others are talking We take turns speaking We brainstorm options for a solution and agree on which one to use. Practice: Role play different scenarios (Conflict Resolutions) Use Script/Common language Video Models	Topic – Problem Solving Prep – Lesson 2 – Can everyone play? Mentor Text link -This is our house - https://www.youtube.com/watch?v=wf_n6yjr9T0 1/2 – Lesson 2 – Dante's got problems 3 / 4 – DAX – Toas – Who am I as an Individual? 5/6 – (Repeat from last week) Lesson 1- We have a problem, how can we deal with it? Other resources and teaching strategies are: Students Wellbeing Journals Mentor Texts – Enemy Pie by Derek Munson https://www.youtube.com/watch?v=x2FoGf_Fx0
Week 4: Collaboration – We take an active role in a team Why: So everyone has the opportunity to share ideas and contribute to the challenge in a positive manner. Success: When everyone feels respected, valued and is able to contribute in a positive manner to the task. Setting: Learning Community	Tell: We take turns speaking and contributing to class discussions and group challenges so everyone has the opportunity to share their ideas and contribute to the task. Show: We listen with our eyes, ears and have still bodies when others are talking We take turns speaking We brainstorm options for a solution and agree on which one to use. We reflect during the task/challenge, seeking feedback and feedforward. Practice:	Topic – Problem Solving Prep – (Repeat) Lesson 2 – Can everyone play? (Use a new mentor text - The day the crayons quit https://www.youtube.com/watch?v=489micE6eHU 1/2 – Lesson 3 – Real World Problems 3 / 4 – DAX – Toas – Who am I as an Individual? 5/6 – Lesson 2 – Exploring what works Other resources and teaching strategies are: Students Wellbeing Journals Mentor Texts - Malala Yousafzai - Warrior with words (SENIORS ONLY) https://www.youtube.com/watch?v=UMGJG_FICR4 What do you do with an idea?

	Makerspace/Tinkertime challenge Common language	By Kobi Yamada https://www.youtube.com/watch?v=oxtvhISKsR8 What do you do with a chance? By Kobi Yamada https://www.youtube.com/watch?v=qLL1AnZJuMI
Wk 5: Collaboration – We compromise with each other. Why: To feel included, heard and our opinions and ideas are valued by others. Success: Everyone feels respected and included. Setting: All Locations.	Tell: We compromise with each other so that everyone feels included, heard and respected by others. (Ensure students know the meaning of the word ‘Compromise’). Show: Use Active Listening strategies Use people’s names when speaking to them Speak in a calm manner Use an appropriate tone Ask questions and suggest alternative options Practice: Role play different scenarios Cubby building, Tinker time & Makerspace scenarios Use Script/Common language Video Models	Topic – Problem Solving Prep – Lesson 3 – Friendly or Unfriendly decisions (this lesson will go over 2 sessions and the finished product will be displayed and shared at assembly) 1/2 – (Repeat) Lesson 3 – Real World Problems (use a Wellbeing mentor text or a class favourite as the prompt). 3 / 4 – DAX – Toas – Who am I as an Individual? 5/6 – (Repeat from last week) Lesson 2 – Exploring what works Other resources and teaching strategies are: Students Wellbeing Journals Mentor Texts - The day the crayons quit by Drew Daywalt https://www.youtube.com/watch?v=489micE6eHU
Wk 6: Responsibility – We are on time and on task Why: So we are organised and ready to learn and achieve our learning goals. Success: When we have all of our learning materials out before class begins. iPads are charged. Setting: Learning Community and playground.	Tell: We are on time and on task so that we can be focused on our learning and achieve our goals. Show: Model what students should have out ready for each class before each bell. Use photos as visual prompts displayed throughout the space. Tables, Desks, Lockers (in, on top and under), Practice: Students practice organising their materials for the beginning of each lesson. Students stand behind their chairs before they are dismissed for each play – senior students must have their equipment out for the next lesson at this time too.	Topic – Problem Solving Prep – (Repeat) Lesson 3 – Friendly or Unfriendly decisions (finished product will be displayed and shared at assembly) 1/2 – Extension Activity 3 – How do characters in books solve problems? 3 / 4 – DAX – Toas – Who am I as an Individual? 5/6 – Lesson 3 – Problem Solving Panel Other resources and teaching strategies are: Students Wellbeing Journals Mentor Texts - The Good Egg by Jory John and Pete Oswald
Week 7: Responsibility – We do our jobs Why: To show others kindness and work together to create a supportive and caring community. Success: When we are focused on completing our tasks so we can achieve our learning goals.	Tell: We do our jobs at school to create a kind and supportive learning community so that we can be focused on completing our tasks achieve our learning goals. Show: Class brainstorm - What Jobs do we do at school? Eg, compost bin, putting bag away, changing readers, putting goal folders and learning materials on	Topic – Problem Solving & Stress Management Prep – Stress Management – Lesson 1 – The Melting Tiger Game 1/2 – Extension Activity - Students create an information poster, picture story book or a video to share the hula hoop model as a way for thinking about solving problems. Work will be shared at assembly when completed. 3 / 4 – DAX – Toas – Who am I as an Individual? 5/6 – (Repeat from last week) Lesson 3 – Problem Solving Panel

Setting: Learning Spaces	desks before the bell, putting chairs down in the morning. Practice: Students practice organising their materials for the beginning of each lesson. Students stand behind their chairs before they are dismissed for each play – senior students must have their equipment out for the next lesson at this time too.	Other resources and teaching strategies are: Students Wellbeing Journals Mentor Texts – What were you thinking by Bryan Smith What if everybody did that by Ellen Javernick - https://www.youtube.com/watch?v=SD0apYFz5gg
Wk 8: Responsibility – We look out for others wellbeing. Why: To build positive relationships and feel safe at school. Success: We have positive interactions and everyone feels safe and included. Setting: All Locations.	Tell: We look out for others wellbeing so that we can build positive relationships with others at school. Show: Looking out for each other – be observant. Use people’s names when speaking to them Speak in a calm manner and use a kind tone Invite other’s to play Invite others to join a group/pair during learning time Practice: Morning and Afternoon routine Role play different scenarios use board games, four square, cubbies – rotate through activities – students have to explicitly ask to play etc. How do you join the group.	Topic – Problem Solving & Stress Management Prep – Stress Management – Lesson 2 – How Stressful? 1/2 – Extension Activity - Students create an information poster, picture story book or a video to share the hula hoop model as a way for thinking about solving problems. Work will be shared at assembly when completed. 3 / 4 – DAX – Toas – Who am I as an Individual? 5/6 – Extension Activity 2- Applying the Daisy Problem Solving strategy & use these Daisy’s to create a display in the classroom and main building. Other resources and teaching strategies are: Students Wellbeing Journals Mentor Texts – Malala’s Magic pencil (SENIORS ONLY) https://www.youtube.com/watch?v=yVLwIHmq64
Wk 9: Responsibility - We take care of the environment Why: To have a safe and clean environment and protect the earth. Success: We become more sustainable and Reduce, Reuse, Recycle, Repair. Completion of a sustainability challenge for 1 week. Setting: Learning Community, playground, Kitchen Garden, cubbies.	Tell: We take care of the environment so that we may protect our health, our ecosystems and our natural resources. We want to combat climate change and become more sustainable. Each class will choose a sustainability challenge to complete for 1 week. Show: Brainstorm a list of ideas that your class could complete for 1 week while at school. Some ideas have been included in the Resources section. Practice: Reduce, Reuse, Recycle, Repair, Reuse Role play different scenarios Use Script/Common language	Topic – Problem Solving & Stress Management Prep – Stress Management – Lesson 3 – Positive Play 1/2 – Extension Activity (To Be Finished this week)- Students create an information poster, picture story book or a video to share the hula hoop model as a way for thinking about solving problems. Work will be shared at assembly when completed. 3 / 4 – DAX – Toas – Who am I as an Individual? 5/6 – Extension Activity 2- Applying the Daisy Problem Solving strategy & use these Daisy’s to create a display in the classroom and main building. Other resources and teaching strategies are: Students Wellbeing Journals Mentor Texts - What does it mean to be green? By Rana DiOrio