

ANGLESEA PRIMARY SCHOOL

TEACHING PLAN – SCHOOL VALUES

TERM 3, 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 3, 2022

VALUE OF THE WEEK	SWPBS	RRRR lesson
Week 2: Kindness – We speak politely to each other Why: To help us build positive relationships. Success: Respectful language is used, Positive interactions Setting: Learning Community, Play grounds and all classes	Tell: We speak to teachers and students nicely, using our manners. We are sincere when giving compliments and feedback. Show: We speak politely to each other and ask how are you? We listen to others when they are sharing their ideas. We use whole body listening when others are speaking. We take turns when playing. Practice: Role play different scenarios Use Script/Common language	Topic Life Education Van follow up DAX Unit for P/1/2 (The Wallabies & The Piranhas) with Miss Fleur Prep – Life Ed Van follow up activities 1/2 – Life Ed Van follow up activities 3 / 4 – Life Ed Van follow up activities 5/6 – Life Ed Van Other resources and teaching strategies are: Students Wellbeing Journals Mentor Texts - Rude Cakes (Hard copy) - https://www.youtube.com/watch?v=Tr2bBEcEajE
Week 3: Kindness – We keep our hands and feet to ourselves 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 keep our hands and feet to ourselves to build positive relationships and feel safe at school. Show: Personal bubble/space How do we keep our hands/feet to ourselves – how do we sit, how we line up and walk to different locations. Practice: Locations – Learning Community, Stadium, Oval, Cubbies, Play ground How do we sit use Personal bubble/space How we line up use Personal bubble/space How we walk to different locations Personal bubble/space.	Topic 7 – Gender & Identity DAX Unit for P/1/2 (The Wallabies & The Piranhas) with Miss Fleur Prep – Activity 1 – Who am I? Different things to know about me 1/2 – Activity 1 – Identity: comparing personal differences 3 / 4 – Activity 1 – My individuality: The many facets of me 5/6 – Body Business Other resources and teaching strategies are: Students Wellbeing Journals Mentor Texts – Iggy Peck the Architect by Andrea Beaty - (Hard copy) Rosie Revere the Engineer by Andrea Beaty - (Hard copy) The Girl who thought in pictures by Julia Mosca - (Hard copy) Itty Bitty Kitty Corn by Shannon Hale - (Hard copy)
Week 4: Kindness – We are honest Why: To create trustworthy relationships with others. Success: We have respect for each other and speak honestly and openly with each other. Setting: All Locations	Tell: We tell the truth and are honest so that others will trust us. Show: Speak the truth when talking to others Be genuine and sincere when you are speaking, playing and working with others. Practice: Role play different scenarios in all locations	Topic 7 – Gender & Identity DAX Unit for P/1/2 (The Wallabies & The Piranhas) with Miss Fleur Prep – Activity 1 x2– Who am I? Different things to know about me 1/2 – Activity 1 x2– Identity: comparing personal differences 3 / 4 – Activity 1x2 – My individuality: The many facets of me 5/6 – Body Business Other resources and teaching strategies are: Students Wellbeing Journals Mentor Texts –

		Being Frank - https://www.youtube.com/watch?v=3gwhDHQcJes How could you be by Nancy Loewen - (Hard copy) What are girls made of? by Jeanne Willis - (Hard copy)
Week 5: Kindness – We include and accept everyone Why: It is our responsibility to accept everyone just as they are and we have the right to be accepted as an individual. Success: Diversity in our community is respected and celebrated. Setting: All Locations	Tell: We accept everyone just as they are and value their differences to create a culture of respect. Show: Use people's names when speaking to them Ask polite questions to get to know someone better. Use whole body listening skills Practice: Role play different scenarios in all locations Learning Community, Stadium, Oval, Cubbies, Play ground.	Topic 7 – Gender & Identity DAX Unit for P/1/2 (The Wallabies & The Piranhas) with Miss Fleur Prep – Activity 2 – Exploring Gender: Boys and Girls can be the same and different. 1/2 – Activity 2 – Labels are for jars, not for people 3 / 4 – Activity 2 – Exploring gender norms through literature 5/6 – Body Business Other resources and teaching strategies are: Students Wellbeing Journals Emotional Thermometers Mentor Texts – Stick and Stone (Hard copy) - https://www.youtube.com/watch?v=XTYfji4YiS0 The Recess Queen (Hard copy) - https://www.youtube.com/watch?v=xFJ5erFOc0w Being You - (Hard copy) Made by Raffi by Craig Pomranz - (Hard copy)
Week 6: Respect – We use good manners Why: To build positive relationships and feel safe and respected at school. Success: Respectful language and tone is used, Positive interactions, everyone is and feels included. Setting: Learning Communities, all classes Play grounds	Tell: We say please, thank you and excuse me. We greet people in the mornings and afternoons. We invite others to sit with us during learning time. Show: Use people's names when speaking to them We say good morning and good afternoon to our teachers each day. Speak in a calm manner and use a kind tone Invite other's to play and to join our group/pair during learning time. Practice: Morning and Afternoon routine	Topic 7 – Gender & Identity DAX Unit for P/1/2 (The Wallabies & The Piranhas) with Miss Fleur Prep – Activity 2 x2 – Exploring Gender: Boys and Girls can be the same and different. 1/2 – Activity 3- Inclusive gender stories 3 / 4 – Activity 2 x2– Exploring gender norms through literature 5/6 – Body Business Other resources and teaching strategies are: Students Wellbeing Journals Games for teaching Self-Regulation Mentor Texts – Have you filled a bucket today? - https://www.youtube.com/watch?v=onpd2Vg_gxw Not all Princesses dress in pink by Jane Yolen - (Hard copy) The Boy with 1000 dresses by - (Hard copy) It feels good to be yourself by Theresa Thorn - (Hard copy) The He, She, Me, free to be by maya and matthew - (Hard copy)
Week 7: Respect – We listen to and follow teacher instructions	Tell: We listen to and follow teacher instructions so that we know what we need to do to be safe and achieve our learning goals.	Topic DAX Unit for P/1/2 (The Wallabies & The Piranhas) with Miss Fleur Prep – Activity 3- Anyone can choose

Why: To feel safe and confident while we are learning. Success: We have positive interactions and everyone achieves their learning goals. Setting: All Locations	Show: Play the Mirror game Play Barrier games in pairs Play games where students have to listen to and follow instructions. Practice: Insert Other resources and teaching strategies are: Oral Language Activities (Listening & Following directions) Battle Ships	1/2 – Activity 4 –Using personal strengths to resist gender stereotyping 3 / 4 – Activity 3- Investigating gender roles in children’s media 5/6 – Body Business Other resources and teaching strategies are: Students Wellbeing Journals Games for teaching Self-Regulation Mentor Texts – Jacobs new dress by Sarah and Ian Hoffman - (Hard copy) The boy in a dress by David Wallams - (Hard copy) My Princess Boy by Cheryl Kilodavis - (Hard copy)
Week 8: Respect – We use our words to solve problems Why: To be able to negotiate positive outcomes to problems. Success: Positive interactions, everyone feels safe and heard. Setting: Learning Community, Play grounds	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 7 – Gender & Identity Prep – Activity 4 – Everyone can be strong and gentle. 1/2 – Extension Activity – Choose a mentor text to read to the class and follow a Visualisation lesson from Reading Power. 3 / 4 – Activity 3 x2- Investigating gender roles in children’s media 5/6 – Activity 1 – Born or Made? Thinking about gender Other resources and teaching strategies are: Students Wellbeing Journals Games for teaching Self-Regulation Mentor Texts – Three Hens and a Peacock by Lester Laminak - (Hard copy) Thanks for the feedback by Julia Cook (Hard copy) Prince and Knight by Daniel Haack - (Hard copy) Beautiful by Stacy McNulty - (Hard copy)
Week 9: Respect – We apologise when we make mistakes Why: To make friends and include everyone, to build and maintain positive relationships. Success: Positive interactions, everyone feels valued. Setting: Learning Community, Playground/ Stadium	Tell: We apologise when we make mistakes (even if it was an accident) to understand the impact of our actions and repair the relationship. Show: We use the ‘Apology Model’ – I say what I did wrong • I say how I think it made the other person feel • I say how I feel now • I promise not to do it again • I say sorry	Topic 7 – Gender & Identity Prep – Extension Activity – Choose a mentor text to read to the class and follow a Visualisation lesson from Reading Power. OR complete a role play on the Apology Model using the Tell, Show, Practice approach 1/2 – Extension Activity – Choose a mentor text to read to the class and follow a Visualisation lesson from Reading Power. OR complete a role play on the Apology Model using the Tell, Show, Practice approach 3 / 4 – Extension Activity – Choose a mentor text to read to the class and follow a Visualisation lesson from Reading Power. OR complete a role play on the Apology Model using the Tell, Show, Practice approach

	Practice: Role play different scenarios using the Apology Model	5/6 – Activity 2 – From words to actions Other resources and teaching strategies are: Students Wellbeing Journals Games for teaching Self-Regulation Mentor Texts – I’m Sorry by Sam McBratney - (Hard copy)
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