

ANGLESEA PRIMARY SCHOOL

TEACHING PLAN – SCHOOL VALUES

TERM 4, 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 4, 2022

VALUE OF THE WEEK	SWPBS	RRRR lesson
Week 2: Responsibility – We lead by example Why: To set a good example for others by following the school values and our teacher’s instructions. Success: Everyone is following and modelling the school values and achieving their learning goals. Setting: All Locations.	Tell: We lead and set a good example for others by following the school values and our teacher’s instructions. Show: What values does your class do really well? Choose student to model how they do it. Teachers can choose ‘hot spot’ values according to Behaviour observations in their class and model how to do them and be leaders. Practice: Play the Mirror game Role play different scenarios Other resources and teaching strategies are: POOCH Problem solving strategy – Safe Minds	Topic – Gender & Identity & Help Seeking DAX Unit – Toas for The Puppies & The King Parrots with Miss Fleur Prep – DAX for The Puppies 1/2 – DAX The King Parrots 1/2 - (The Wallabies & The Piranhas) – Activity 1 – Identity: comparing personal differences 3 / 4 – Activity 1 – The Mimed Messages Game 5/6 – Activity 3 – Gender Norms in early adolescence 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 3: Responsibility – We take care of our equipment and put things where they belong Why: To have a clean, tidy and safe learning environment. Success: Our school is clean and tidy, and all of our learning tools and equipment is organised. Setting: Learning Spaces	Tell: We take care of our equipment and put things where they belong. Show: Model how everything is to be packed up and how the space should look. Use photos as visual prompts displayed though out the space. Tables, Desks, Lockers (in, on top and under), Chairs. Practice: Students practice packing up tables, desks, lockers (in, on top and under), and tucking chairs in. 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 7 – Gender & Identity & Help Seeking DAX Unit – Toas for The Puppies & The King Parrots with Miss Fleur Prep – DAX for The Puppies 1/2 – DAX The King Parrots 1/2 - (The Wallabies & The Piranhas) – Activity 1 x2– Identity: comparing personal differences 3 / 4 – Activity 2 – Help Seeking Scenarios 5/6 – Activity 4 – Facts about gender and opportunity Other resources and teaching strategies are: Students Wellbeing Journals Mentor Texts –
Week 4: Responsibility – We do our best work	Tell: We do our best work so that we can achieve our learning goals. Show:	Topic 7 – Gender & Identity & Help Seeking DAX Unit – Toas for The Puppies & The King Parrots with Miss Fleur

Why: To achieve our learning goals. Success: We have completed our tasks, have 3 stickers on our learning goals and have new learning goals to achieve. Setting: Learning Community and other learning spaces.	Model what students should have out ready for each class before each bell. Explicitly teach expectations for the Workshop models. What they need to be prepared for a Goal Conference (completed tasks, goals etc). Practice: Students practice organising their materials for the beginning of each lesson. Role play a Goal Conference Role play different scenarios Use Script/Common language	Prep – DAX for The Puppies 1/2 – DAX The King Parrots 1/2 - (The Wallabies & The Piranhas) – Activity 2 – Labels are for jars, not for people 3 / 4 – Activity 3 – How Big is the Problem? 5/6 – Activity 5 – Growing awareness about human rights 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: Responsibility – We come to class prepared and ready to learn 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, other Learning spaces.	Tell: We come to class prepared and ready to learn 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 though out 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 7 – Gender & Identity & Help Seeking DAX Unit – Toas for The Puppies & The King Parrots with Miss Fleur Prep – DAX for The Puppies 1/2 – DAX The King Parrots 1/2 - (The Wallabies & The Piranhas) – Activity 3- Inclusive gender stories 3 / 4 – Activity 4 – Help Seeking Sources 5/6 – Activity 6 – The inter-generational gender machine 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: Collaboration – We learn together to achieve our goals	Tell: We work as a team to learn together and achieve our learning goals/tasks. Show:	Topic 7 – Gender & Identity & Help Seeking DAX Unit – Toas for The Puppies & The King Parrots with Miss Fleur Prep – DAX for The Puppies

Why: To create a kind, supportive and caring community. Success: We have a team of students and teachers that are doing their best work and achieving their learning goals. Setting: All Locations	We come to class prepared and ready to learn We have our learning materials out and ready to use We listen with our eyes, ears and have still bodies when others are talking We take turns speaking and contributing to class discussions Practice: Role play different scenarios use STEM Challenges, board games, four square, cubbies	1/2 – DAX The King Parrots 1/2 - (The Wallabies & The Piranhas) – Activity 4 –Using personal strengths to resist gender stereotyping 3 / 4 – Activity 5 – Help Seeking Role Plays 5/6 – Activity 6 Extension – Researching Positive gender role models 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=onpd2Vq_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: Collaboration – We follow the rules and play fairly Why: To feel safe and included. Success: Positive interactions, everyone feels included. Setting: Playground, Cubbies, Basketball court, Stadium, Oval, garden, play space	Tell: We follow the rules and play fairly to build positive relationships and feel safe at school. Show: Model how to play safely and inclusively in the school grounds. on the playground (taking turns and inviting others to play), in the cubbies and on the 4 square court. Practice: Model how to play safely and inclusively on the playground (taking turns and inviting others to play), in the cubbies (building with sticks and inviting others to play) and on the 4 square court (inviting other to join and choosing an umpire). Other resources and teaching strategies are: POOCH Problem solving strategy – Safe Minds	Topic - Gender & Identity & Help Seeking DAX Unit – Toas for The Puppies & The King Parrots with Miss Fleur Prep – DAX for The Puppies 1/2 – DAX The King Parrots 1/2 - (The Wallabies & The Piranhas) -Extension Activity – Choose a mentor text to read to the class and follow a Visualisation lesson from Reading Power. 3 / 4 – Activity 6 – Picture Book Project 5/6 – Activity 6 Extension – Researching Positive gender role models 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: Collaboration – We compromise with each other when playing in teams 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 Other resources and teaching strategies are: POOCH Problem solving strategy – Safe Minds	Topic – Gender & Identity & Help Seeking Prep – POOCH Problem solving strategy – Safe Minds 1/2 – POOCH Problem solving strategy – Safe Minds 3 / 4 – Activity 6 – Picture Book Project 5/6 – Activity 6 Extension – Researching Positive gender role models 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: Collaboration – We work with everyone Why: To build positive relationships and feel safe and happy at school. Success: We have positive interactions and everyone feels safe, happy and included. Setting: Learning Community, Playground/ Stadium	Tell: We work with everyone to create a kind, supportive and caring community. Show: Invite others to join a group/pair during learning time Use people’s names when speaking to them Speak in a calm manner and use a kind tone Invite other’s to play Practice: Role play different scenarios use STEM Challenges, board games, four square, cubbies – rotate through activities – students have to explicitly ask to play etc. How do you join the group.	Topic – Gender & Identity & Help Seeking Prep – POOCH Problem solving strategy – Safe Minds 1/2 – POOCH Problem solving strategy – Safe Minds 3 / 4 – Activity 6 – Picture Book Project 5/6 – Activity 6 Extension – Researching Positive gender role models – Expo/Presentation/Share Other resources and teaching strategies are: Students Wellbeing Journals Games for teaching Self-Regulation Mentor Texts – I’m Sorry by Sam McBratney - (Hard copy)