



Durack State School Curriculum Plan

Name: How To Be A Durack Dragon

Duration: 3 weeks

Year Level/s: Year 1 – 7

Applicable Learning Areas: English, HPE

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Plan Overview

Whole school approach to building a positive community. Students will participate in a range of activities to promote self-esteem, cooperation and respect. Students will be immersed in poetry and construct a particular form of poetry around the idea of being a Durack Dragon.

Essential Learnings - English

Ways of Working

- recognise and select vocabulary to describe subject matter (Yr 3)
- construct simple literary and non-literary texts by planning and by using prior knowledge and experience to match an audience and purpose (Yr 3)
- construct literary and non-literary texts by planning and developing subject matter, using personal, cultural and social experiences that match an audience and purpose (Yr 5)
- construct literary texts by planning and developing subject matter, using dialogue, description and evaluative language (Yr 7)

Knowledge and Understanding

- Readers and viewers use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting (RV Yr 3, 5, 7)
- Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting (WD Yr 3, 5, 7)
- Literary texts entertain, evoke emotion and convey simple messages and information (LNLT Yr 3, 5, 7)
- Poetry can include rhyme and rhythm (LNLT Yr 5)
- Poetic forms and poetic devices express thoughts and ideas in a variety of ways

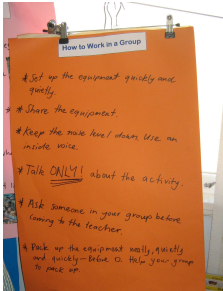
Essential Learnings - HPE	
<p>Ways of Working</p> <ul style="list-style-type: none"> • apply personal development skills when interacting with others (Yr 3) • apply personal development skills and strategies in team and group situations (Yr 5) • reflect on learning to identify new understandings and future applications (Yr 5) • select and demonstrate appropriate personal development skills and strategies in team and group situations (Yr 7) • reflect on learning, apply new understandings and identify future applications (Yr 7) 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • establishing and maintaining relationships involves effective communication, being considerate of others and respecting differences (PD Yr 3) • positive interpersonal behaviours and respecting cultural protocols promote effective interactions and relationships in groups (PD Yr 5) • assuming roles and responsibilities, experiencing leadership opportunities, respecting cultural protocols and differences and working well with others, develops positive identity and self-esteem (PD Yr 7)

Learning Experiences			
Concept	Activities	Resources	Assessment
Dragon Rules	<ul style="list-style-type: none"> * Dragon lights * Consequences * What is 'superstar behaviour'? * What is 'Durack Dragon' behaviour? * What happens when moved to yellow (thinking) Dragon? * What happens when I move to red (sad) dragon? * Role play positive behaviours * Comprehension – oral and written (in folder) * Y-chart * Behaviour process 	Dragon lights	Observations

<p>Dragon behaviour in different areas</p>	<ul style="list-style-type: none"> * <i>Dragon behaviour in the School and Classroom needs to be discussed and revised on Day 1 and 2</i> * <i>6 other areas to be covered 1 per day</i> * Y-chart * Class photo book (students exhibiting positive behaviours) * Role play * Visitor talk – tuckshop convenor, cleaner, groundsman * Skit/performance for whole school * Scenarios * Film/Video Record (expected behaviours in various areas) * Wall murals 	<p>8 laminated charts – school, classroom, tuckshop, excursions, playground, lining up, toilets, audience</p> <p>Dragon Behaviour Matrix</p>	<p>Observations</p>
<p>Expectations</p>	<p>Routines and Expectations</p> <ul style="list-style-type: none"> - Noise - Arrival - Lining Up - Movement - Early Finishers - Book Work - Being Prepared/Organised - Positive Learning Zone - Tidying Up - Greetings - Following Instructions - Caring for equipment/materials - Doing Your Best 	<p>Ideas for teachers (in folder)</p>	<p>Observations</p>

<p>Building community</p>	<p>Learning Styles survey MI survey Learning Profile Cards</p>	<p>Teacher choice of collecting information re students (in folder)</p> <p>Online Surveys http://www.ldpride.net/learning-style-test.html</p> <p>http://literacyworks.org/mi/assessment/findyourstrengths.html</p> <p>http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/what.cfm</p>	<p>Analysis of survey to inform teaching and ways students prefer to learn</p>
<p>Self-concept through Art</p>	<p>Each year level is allocated an art activity to promote self-esteem of students within the class.</p> <p>Year 1 – Paper Dolls</p> <p>Year 2 – Puzzle Piece</p> <p>Year 3 – Self Mobile</p> <p>Year 4 – Self Portrait using magazines</p> <p>Year 5 – Me Cube</p> <p>Year 6 – Silhouettes</p> <p>Year 7 – Shield</p>	<p>Art materials provided to classes with instructions</p>	

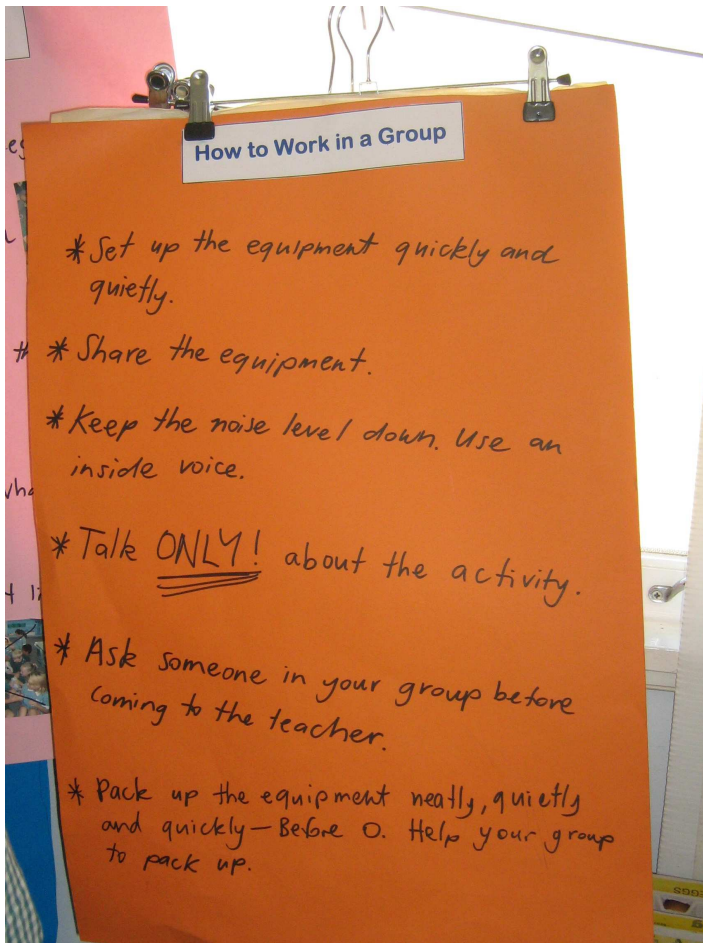
<p>Poetry based on Durack Dragons</p>	<ul style="list-style-type: none"> * Share Mrs Slingsby's poetry about being a Durack Dragon * Immerse students in a form of poetry * Deconstruct poetry * Construct poetry – joint and independent <p>* Each year level has been allocated a form of poetry to investigate and produce</p> <p>Year 1 – Class Big Book</p> <p>Year 2 – Acrostic Poem</p> <p>Year 3 – Octopoem</p> <p>Year 4 – Limerick</p> <p>Year 5 – Cinquain</p> <p>Year 6 – Rap</p> <p>Year 7 - Haiku</p> <p>*Poetry produced and collated for display in the library</p>	<p>Mrs Slingsby's poems</p> <p>Various examples of poetry</p>	<p>Criteria Sheet – various forms of poetry</p>
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Writing (Sample)	<ul style="list-style-type: none"> * Share a letter to students about yourself and your goals for them this year * Year 2 – 6 Students write a letter to you about themselves (eg. holiday events, goals for this year, family, likes/dislikes) * Year 1 Scaffolded writing re get to know you * Year 7 Students write an Invitation Letter associated with Leadership 	Letter – IWB	Analysis of writing sample (at a staff meeting)
Cooperative Games	<ul style="list-style-type: none"> * Untying knots * Foot bridge * Jail break * Create a country * Barrier games * Tied in knots * Rob the nest * Some other <i>Games with instructions</i> (in folder) 	Choice of activities and instructions provided for teachers	Observation Checklist
Group Skills	<ul style="list-style-type: none"> *Y-chart (What does working in a group sound like, look like, feel like?) * Team Roles (Speaker, Manager, Director, Scribe) * Numbered Heads * Set groups * Jigsaw strategy * Brainstorm and create poster * Circle Time – talking ball 		Observations

Australia Day	<ul style="list-style-type: none"> * Investigate significance of Australia Day * Some other <i>Activities</i> (in folder) 	Teachers' own resources and activities	
School Song	<ul style="list-style-type: none"> * Students learn the song * Investigate meaning * Comprehension – oral and written (in folder) 	Audio and Lyrics of School Song	Observation Discussion Interview

Unit Evaluation	
What works?	What needs to change? What could I do next time?

Group Skills – Some Ideas

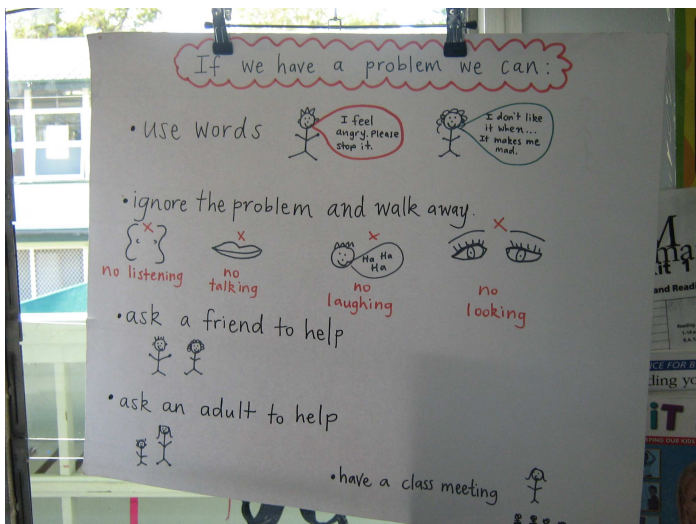


Develop expectations

1. Stay with team
2. Work quietly
3. Value cooperation
4. Responsibility as a team member
5. Negotiation
6. Tolerance
7. Turn-taking
8. Listening
9. Fair go
10. Staying on task
11. Getting the job done
12. Sharing

Production Lines

- a) Set task as whole group
- b) Same task with defined roles
- c) Compare outcomes re efficiency and effectiveness of working together



What to do if the group has a problem

- Read problem again
- No blame
- Support each other
- Have a go
- Ask for help
- Look at role definitions

Expectations – Some Ideas

<p><i>Noise</i></p> <ul style="list-style-type: none"> - Noise meter - Define – whisper, silence, classroom voice, outside voice - Noise clock – noise level, type of work (independent, group, pair) - Baroque music - Traffic light colours (red = no speaking; yellow = whispers; green = classroom voice) 	<p><i>Arrival</i></p> <ul style="list-style-type: none"> - Tasks/activities to do when arrive - Organise for learning (e.g. unpack bag, homework, sharpen pencil) - What to do if student arrives late (after getting a late note) 	<p><i>Living Up</i></p> <ul style="list-style-type: none"> - Formation (2 lines or 1 line – straight) - Where to line up – after breaks, when going from classroom (e.g. from classroom to specialist lesson) - Manner – noise level, pace - Walk to the left
<p><i>Movement</i></p> <ul style="list-style-type: none"> - Visual cues - Various areas – concrete, classroom, playground, as a class group - Y-chart 	<p><i>Early Finishers</i></p> <ul style="list-style-type: none"> - Known tasks to continue with - Activity box - Anchor activities - Contract - Learning Booklet - Choice Board 	<p><i>Book Work</i></p> <ul style="list-style-type: none"> - Date, Margin, Neat, Title, Rule off when finished
<p><i>Being Prepared</i></p> <ul style="list-style-type: none"> - Visual organiser - Visual timetable - Home communication system - Sign on to indicate preparation is completed 	<p><i>Learning Zone</i></p> <ul style="list-style-type: none"> - No put down zone 	<p><i>Tidying Up</i></p> <ul style="list-style-type: none"> - What, where and when to pack away - Count down
<p><i>Greetings</i></p> <ul style="list-style-type: none"> - Acknowledging visitors - Sing a greeting - Using people's names 	<p><i>Following Instructions</i></p> <ul style="list-style-type: none"> - 1st time, every time - What a teacher says, we do! - How to ask for clarification of instructions - Listening skills 	<p><i>Doing Your Best</i></p> <ul style="list-style-type: none"> - Model expectations of presentation and work - Share student example

Cooperative Games – Some Ideas

Cooperative games are a variation on the more familiar competitive games. These games encourage team-work, creative thinking, problem solving, and helps players realize that everyone can win. They are full of surprises and challenges, but most of all, they are fun!

The basic 'rules' are:

1. Everyone plays (i.e. no one is excluded and the games are structured so that everyone can join in)
2. No one gets hurt
3. Everyone has fun
4. Everyone wins

Instructions for the following recommended games can be found on the websites listed.

Rob the Nest see Deaf Basketball Australia site

http://www.deafbasketball.org.au/_uploads/res/544_41982.pdf

Crossing the Great Divide Any Grade - see <http://www.mrgym.com/Cooperatives/Crossing.htm>

Head and Hands Years 3-12 see Mr Gym.com

<http://www.mrgym.com/Cooperatives/HeadandHands.htm>

All on One Side (cooperative)

Barnyard (cooperative/active)

Blanket Stand / All-a-Aboard Tarp (cooperative)

Minefield with people (active/cooperative)

Punctured Drum (cooperative)

Skin the Snake (cooperative)

From Project Nature-Ed

<http://www.projectnatureed.com.au/web%20library/Cooperative%20games.pdf>

Lava Pit

Human Scissors, Paper, Rock

see Community Action <http://www.commonaction.org/gamesguide.pdf>

Tied in Knots

Untying Knots see Creative Kids at Home

http://www.creativekidsathome.com/games/cooperative_games/

Australia Day - Some Ideas

Early Primary	Middle Primary	Upper Primary	Any Year Level
Placemats - interesting facts, flags	Recounts	Anthem meaning	What Australia means to me
Visual resources - thongs, kangaroos, etc.	First Settlement	Famous Australians	Cooking
Australian Animal stories - Koala Lou, Edward the Emu, Wombat Stew, Posum Magic	First Fleet	Banknotes	Music - Waltzing Matilda
Australian Landmarks		Colloquialism	Songs - Home Among The Gum Trees, etc.
		Big Things/Icons	Flags meaning and representation
		History	Perspective for Indigenous People
		Poetry	Google Earth - zoom in to give perspective
		My Country - Dorothea McKellar	Mapping - cities/states/emolesms
			Contests (in folder)