

INTEGRATED

Me In A Box

Standing on my own two feet

Middle Childhood 4–7

Learning Resource



Standing on my own  
two feet





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**Integrated**

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**Standing on my own two feet**

**Middle Childhood**

**Learning Resource**

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WestOne Services



1 Prospect Place West Perth WA 6005  
Tel: (08) 9229 5200 Fax: (08) 9227 8393  
Email: [sales@westone.wa.gov.au](mailto:sales@westone.wa.gov.au)  
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## Overview of *Me in a Box*

*Me in a Box* consists of two modules.

Module	Outcomes focus	Duration
<b>1 If you're happy and you know it</b>	<b>Health and Physical Education</b> 1. KNOWLEDGE AND UNDERSTANDINGS 4. SELF-MANAGEMENT SKILLS <b>English</b> 6. SPEAKING 9. WRITING	5 days
<b>2 Standing on my own two feet</b>	<b>Health and Physical Education</b> 1. KNOWLEDGE AND UNDERSTANDINGS 4. SELF-MANAGEMENT SKILLS 5. INTERPERSONAL SKILLS <b>English</b> 9. WRITING	5 days

Each module includes:

- a student work plan
- activities
- feedback and solutions
- an overview and outline.





The resources and materials you will need to complete *Standing on my own two feet* are:

- A4 blank paper – 5 sheets
- A4 lined paper – 5 sheets
- A4 blank card – 5 sheets
- A3 blank paper – 5 sheets
- 5 popsticks.





Standing on  
my own  
two feet





# Student work plan

Day	Learning activity	Description of learning activity	Approximate timing	Student's initials
<b>4 Behave yourself!</b>				
Day 6	4.1 Resource file	Create a contents page for resource file	15 mins	
	4.2 List	Identify ways people may see you	15 mins	
	4.3 Manners	Circle the polite things to do	15 mins	
	4.4 Around the world	Identify the correct country	15 mins	
	4.5 Your manners	Track and record your manners	20 mins	
Day 7	4.6 Dos and don'ts	Complete the charts	40 mins	
	4.7 Manners poster	Create a poster	30 mins	
	4.8 Let's all show respect	Identify the incidents	30 mins	
	4.9 Show you care	Write two examples	5 mins	





Day	Learning activity	Description of learning activity	Approximate timing	Student's initials
	4.10 Random acts of kindness	Complete a random act of kindness	20 mins	
	4.11 Compliments	Identify the compliments	15 mins	
	4.12 Compliment starters	Write compliments	15 mins	
	4.13 Family compliments	Write compliments for your family	20 mins	
	4.14 Saying thank you	Create and write a thank-you card	45 mins	
<b>Day 8</b>	4.15 Body language/Facial expressions	Identify the body language	20 mins	
	4.16 Speaking quiz	Complete a quiz	20 mins	
	4.17 Communicating with others – Communication table	Complete the table	25 mins	
	4.18 Listening	Participate in a listening game	30 mins	
	4.19 Communication rules	Complete the table	15 mins	





Day	Learning activity	Description of learning activity	Approximate timing	Student's initials
<b>5 Friendship</b>				
	5.1 Qualities	Circle friendship qualities	15 mins	
	5.2 Friend Y-chart	Complete a Y-chart	25 mins	
<b>Day 9</b>	5.3 Special friend	Write about a special friend	30 mins	
	5.4 Friendship acrostic poem	Create an acrostic poem	30 mins	
	5.5 Making friends	Fill in the speech bubbles	20 mins	
	5.6 Finger puppets	Create finger puppets	45 mins	
	5.7 Saying 'No'	Act out a situation	25 mins	
<b>Day 10</b>	5.8 Problem-solving	Solve situations	30 mins	
	5.9 Someone else's shoes	Identify feelings	15 mins	
	5.10 Sorry	Match the apologies	15 mins	
	5.11 My mirror of movies	Create a movie mirror and cartoon strip	90 mins	





## Signposts

Look for signposts throughout the module. They give instructions to help you with the learning activities.



Resource file – This signpost tells you to present your work in your file.



Record – This signpost tells you to record yourself speaking.



Reading – The reading signpost tells you to read from the suggested book.



Multimedia – The multimedia signpost tells you to use an audio CD, CD-ROM, video or DVD.



Presentation – The presentation signpost tells you to ask for help with deciding how you will present your learning, for example writing, art works, sound recording, video, word processing, making a model, computer- based presentations.



Computer – The computer signpost tells you to use a computer or the internet.



Scissors – The scissors signpost tells you to cut out a page from the book.







4



## Behave yourself!



Hi, I'm Buddy  
and this is Pal!



In this module you will be exploring things about relating to others. As you work through the module you will be completing many different activities. Once you have completed an activity, write your initials in the space provided on the student work plan.





## 4.1 Resource file

Some of the activities that you complete will need to be stored in your resource file. The work that will be included in the file will be clearly marked with the following symbol.



To help organise your file, you will need to create a contents page. The contents page should show the title of the activity and what page it can be found on. Complete the contents page as you store a piece of work.

### Hint:

Think about how to present your work. Your resource file is a showcase of all your work. You will need to consider things such as the:

- neatness of your work
- layout of your file
- colours used.

Spend a few minutes setting up the page. Include the title, and try to include some features that suit the topic.





## 4.2 List

The way you act, the things you do, the clothes you wear, how you take care of yourself are all things that can affect the way other people see and respond to you.

Look at the following list of words.

Put a circle around words that you think describe how other people may see you.

Add  
two more  
words.



<b>funny</b>	<b>grumpy</b>	<b>loving</b>
<b>kind</b>	<b>sporty</b>	<b>creative</b>
<b>loud</b>	<b>untidy</b>	<b>talkative</b>
<b>quiet</b>	<b>bossy</b>	<b>fun</b>
<b>sad</b>	<b>unreliable</b>	<b>healthy</b>
<b>unhealthy</b>	<b>caring</b>	<b>lazy</b>
<b>reliable</b>	<b>grizzly</b>	<b>silly</b>
<b>happy</b>		





People make judgements about others based on how they look, what they do and how they behave.

Think about the following:

- If you saw someone who always wore black clothes, what would you think about them?
- What about someone who had very messy hair?
- Or someone who pushed in the line at the shop?

When people make these judgements they are not necessarily true, but the way we behave influences other people's opinions about us.

For example, would you want to be friends with this person?



Yes  No

Why?/Why not?

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---

---

---

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## 4.3 Manners

A good way to make sure your behaviour is appropriate is to always use your manners. Manners are proper ways of behaving or doing things. Using manners makes it easier to get along with others and to show other people respect.





What manners can you think of? Write down two examples of manners or polite behaviour you use every day.

---

---

Manners are good guidelines on how to behave.

Look at the following list of actions and circle the ones you think show polite behaviour.

<b>covering your mouth when you cough</b>	<b>burping</b>	<b>saying please</b>
<b>sneezing on other people</b>	<b>tidying up after yourself</b>	<b>pushing or shoving</b>
<b>saying thank you</b>	<b>leaving a big mess</b>	<b>being honest</b>
<b>washing your hands before eating</b>	<b>saying excuse me</b>	<b>sharing</b>
<b>teasing your friend</b>	<b>cheating at a game</b>	<b>licking your knife</b>
<b>knocking on a door before entering</b>	<b>being on time</b>	<b>interrupting someone who is speaking</b>
<b>shaking hands</b>		





## 4.4 Around the world

When you use manners you are showing respect for other people. It shows you care.

All around the world people use manners, but manners are sometimes different in other countries. What might be polite manners in one country could be seen as offensive in another. See if you can match the following polite customs.

Write the correct country next to each custom.

Countries:

**China Japan Thailand Indonesia France Morocco**

Custom	Country
slurping noodles as you eat them (it shows they are delicious)	
burping after eating (to show you enjoyed the meal and are full)	
holding two hands together in prayer position when you meet someone (instead of shaking hands)	
taking your shoes off before you enter a house	
eating your food by scooping with a piece of bread	
sitting up straight with both feet flat on the floor	
greeting someone with a kiss on the cheek	





## 4.5 Your manners

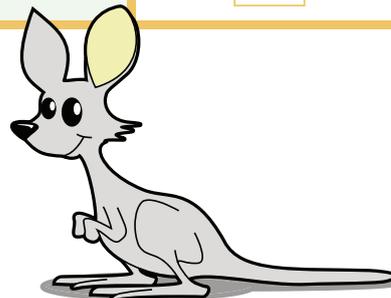


How  
polite and  
well-behaved are  
you?

Think about the manners you have used today.

On the following table tick whether you have or haven't used these manners today.

Manner	Yes/No
smiling	Yes <input type="checkbox"/> No <input type="checkbox"/>
saying please	Yes <input type="checkbox"/> No <input type="checkbox"/>
saying thank you	Yes <input type="checkbox"/> No <input type="checkbox"/>
saying excuse me	Yes <input type="checkbox"/> No <input type="checkbox"/>
shaking hands	Yes <input type="checkbox"/> No <input type="checkbox"/>





List some examples of other manners and good behaviour you have used today.

Tick the box that describes your behaviour today.

	Well-behaved	OK	Naughty
in school			
at home			





## 4.6 Dos and don'ts

It is important to be aware of appropriate ways to behave in different situations. What may be OK in one situation is not in another.

Think about how you behave around a group of your friends. Would you behave the same way at your grandmother's house? Or in the supermarket?

Good manners and bad manners can be like rules of behaviour. Sometimes these are stated as dos and don'ts.

### Examples:

Do say please and thank you.

Don't pick your nose.

Complete the charts for the following dos and don'ts in each situation.

### Example:

At the pool



Dos	Don'ts (poor behaviour)
<ul style="list-style-type: none"> <li>walk on the paths around the pool</li> <li>wear appropriate bathers</li> <li>listen to the lifeguard</li> <li>wait your turn in the lane</li> </ul>	<ul style="list-style-type: none"> <li>push someone in</li> <li>swim in the wrong lane</li> <li>jump in splashing other people</li> <li>eat or drink near the pool</li> <li>dunk other people</li> <li>splash others</li> </ul>





Eating dinner



Dos	Don'ts (poor behaviour)
•	•
•	•
•	•
•	•
•	•

At the shop



Dos	Don'ts (poor behaviour)
•	•
•	•
•	•
•	•
•	•





At school



Dos	Don'ts (poor behaviour)
●	●
●	●
●	●
●	●
●	●

## 4.7 Manners poster

A helpful way to encourage everyone to use good manners is a poster.

Let's make a manners poster.



To make your poster you will use a blank sheet of A3 paper.

1. Choose one of the situations from the previous activity. Circle the one you have chosen:
  - At the pool
  - At the shop
  - Eating dinner
  - At school

2. Decide which manners (or dos) you will include.





3. Think about how to present your poster. A poster needs to catch people's attention. Consider things such as:

- the colours you will use
- the layout of the poster
- whether you will paint, draw, glue on pictures, create it on the computer ...



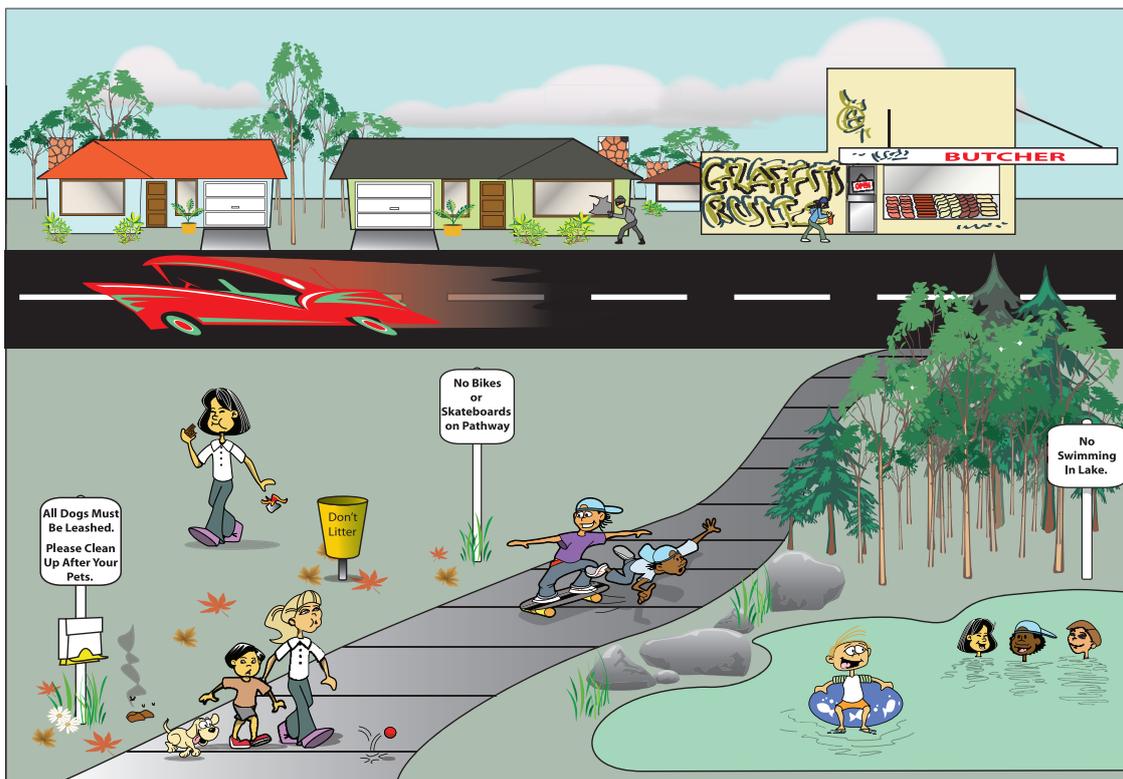
4. Create your manners poster.

5. When you have finished, place a copy of your completed poster in your resource file.

## 4.8 Let's all show respect

Using your manners and behaving respectfully is important no matter where you are. However, some people do not always do the right thing.

Look at the following picture and circle the situations where people are not behaving respectfully.





Choose three of the situations to write in the table below. Write down what would be the correct thing to do.

Situation	Correct thing to do

What do you think would happen if no-one used their manners or behaved appropriately?

Write your answer here:





## 4.9 Show you care

It is important to show others you care. You can do this by behaving respectfully, but caring also includes:

- helping others
- giving compliments
- saying thank you
- performing random acts of kindness.

Being kind and helpful helps us to relate to other people.

How could you show people kindness? Write or draw two things that come to mind when you think about kindness.

Being kind does not need to cost money or be something that is bought. It can be as simple as smiling or helping, for example walking over and talking to a classmate who looks lonely, or helping your mum to make dinner.





## 4.10 Random acts of kindness

A random act of kindness is a kind act that is unexpected and done without expecting anything in return.

When you do a random act of kindness it makes other people feel good. Sometimes they may then do kind things for others. Random acts of kindness are catching and can make many people happy!

Your task is to complete a random act of kindness.

Choose a random act of kindness. You may choose from the following list or use an idea of your own. You may like to discuss this list with an adult before you choose an act to complete.

### Random acts of kindness list

-  Say hello or good morning to someone you wouldn't normally greet.
-  Make a birthday card.
-  Give someone a gift for no special reason, for example a flower.
-  Write a note for someone.
-  Do a chore that you are not responsible for normally, for example washing the dishes, making the bed, looking after a pet.
-  Make a bookmark for someone.
-  Say 'I love you' to someone you love.
-  Hug someone in your family.
-  Write an email to someone you haven't seen in a long time.
-  Write a thank-you note to someone.
-  Help someone younger tie their shoelaces.
-  Wave hello to someone new.
-  Smile.





Pick up rubbish.



Eat lunch with a different classmate.



Share.



Make a kindness coupon which entitles the holder to one act of help.



Pop a note in a family member's lunch.



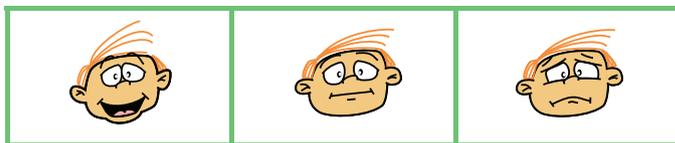
Donate an unwanted toy or item of clothing to a charity.

After you have completed your random act of kindness, answer the following questions.

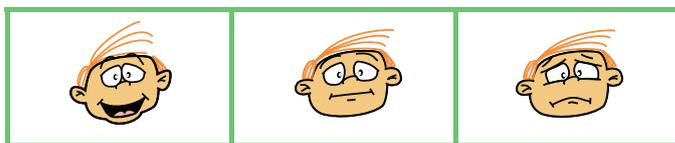
What act of kindness did you complete?

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How did completing a random act of kindness make you feel?



How do you think the person felt receiving the random act of kindness?



What do you think the world would feel like if people weren't kind to each other?

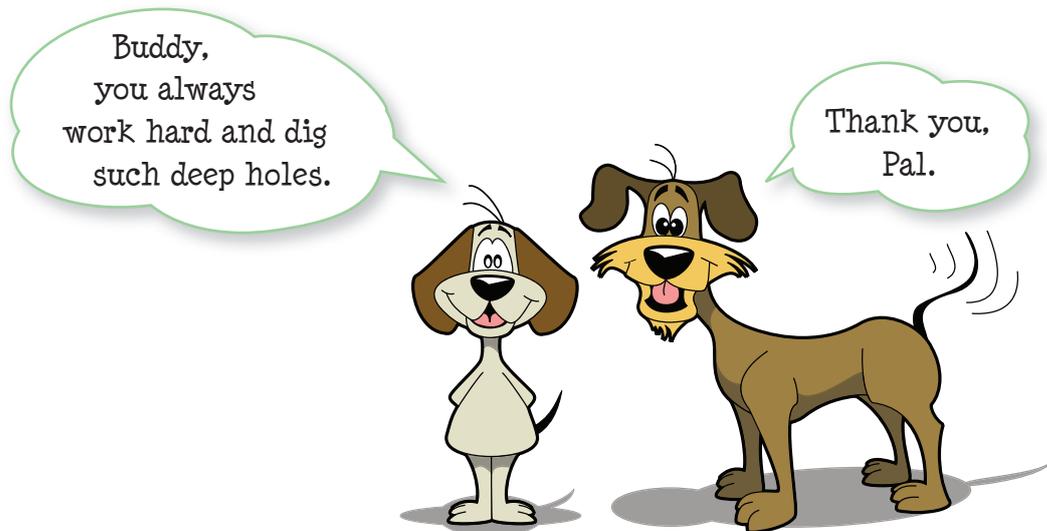




## 4.11 Compliments

When people hear mean things it makes them feel bad. When people hear something nice they feel good. When you say something nice or positive about someone, you are giving a compliment.

Giving compliments is a skill. You can learn how to do this by practising.



What compliments have you had lately. Can you think of any compliments you have received?

Write down one of them here.

---

---

### Compliment dos



Do look at the person.



Do use the person's name.



Do give a reason for the compliment.



Do be specific; for example, instead of 'You look nice', say: 'I really like your shirt'.





People like hearing compliments about:

- their appearance (for example: Your new haircut is fantastic.)
- acts of kindness (for example: That was very thoughtful of you, Mary, to help Tim tie his shoes.)
- how hard they work (for example: You have worked so hard to make this delicious cake.)
- an achievement (for example: That was a great goal you scored at soccer.)

Did you know, when you get a compliment the right way to respond is to say 'thank you'.





Read the following statements and decide if they are a compliment or not.

		Yes/No	
	You should walk when you are at the pool.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Thank you for working so hard today. You did a great job.		Yes <input type="checkbox"/>	No <input type="checkbox"/>
	That was a great kick you did in football, Bill.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I'll bet you have lots of homework to do.		Yes <input type="checkbox"/>	No <input type="checkbox"/>
	You like to eat chips!	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Let's go to the shops!		Yes <input type="checkbox"/>	No <input type="checkbox"/>
	You look really great in that dress!	Yes <input type="checkbox"/>	No <input type="checkbox"/>

When you compliment someone you should always be positive and mean what you say.





## 4.12 Compliment starters



There are many ways you can begin a compliment. Here are a few:

-  Thank you for ...
-  I really like the way you ...
-  It was great that you ...
-  I like your ...
-  I am grateful for ...
-  I really appreciate ...
-  You did a fantastic job with ...
-  You are a good ...



Some compliments can be gestures such as a thumbs-up or a high five.





Write down a compliment you could give in each of the following situations.

Situation	Compliment
	<hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/>





## 4.13 Family compliments

Take a spare piece of paper and cut out one strip for each member of your family.

I have four family members, Mum, Dad, and my brother and sister. So I will need four strips.



On each strip write a person's name and then one compliment about them.

### Example:

Mum, I really appreciate you making me such a yummy lunch!

Give your strips to each family member when they are least expecting it!

## 4.14 Saying thank you

Just like a compliment, saying thank you and showing people appreciation is an important part of being respectful.

One way to do this is to write a thank-you letter.

People like to get thank-you letters as it makes them feel appreciated.

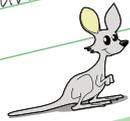




When you write a thank-you note, it is important to remind the person about why you are writing and to give a reason why it is special to you or what their actions mean to you.

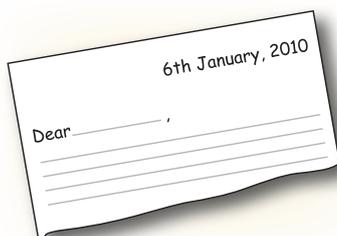
### Example:

I would like to say  
thank you for helping  
me practice with the  
footy.  
I was able to score four  
goals this weekend  
thanks to your help.



Choose someone you would like to say thank you to. Follow the steps to make a thank-you card.

1. Cut out the card at the back of the book (page 69).
2. Fold the card in half (along the line marked fold).
3. On the top line of the card, print the date. Miss a line and print the greeting Dear, followed by the name of the person you are writing to.



4. Miss a line. Write your thank-you message in sentence form. When you have finished, miss a line, write From and your name.

5. Write 'Thank you' in fancy printing on the front of the card.
6. Decorate your card. You may draw pictures, stick pictures on etc.
7. Place a copy of your card in your resource file.





## Communication

Good manners and behaviour are not just about what you do, but also how you communicate.

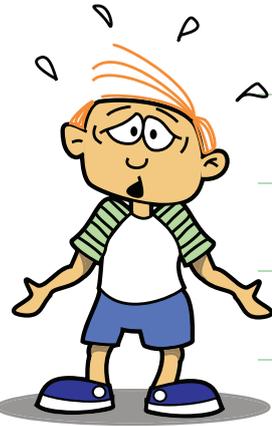
Communication involves:

- body language
- facial expressions
- speaking
- listening.

### 4.15 Body language/Facial expressions

People communicate with their faces and bodies.

Look at each picture and write down what you think the person is communicating.

 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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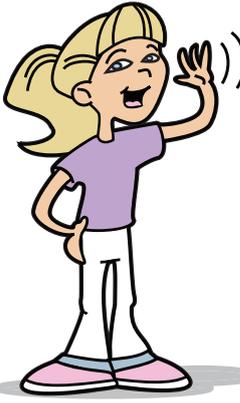
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Being able to read other people's body language helps us to be more understanding of what they are saying or feeling.





## 4.16 Speaking quiz

Do you speak to your grandmother the same way you speak with your friends?

Just as we use manners, it is important to be aware of:

- to whom you are speaking
- where you are
- the words you use
- the relationship to the other person.

You may use casual words when you are with your family and friends, for example 'How ya going. What's for brekkie?' If you were talking to your teacher you might say 'Good morning, what did you have for breakfast?'

### Quiz

Complete the following quiz to test how much you know about appropriate speech.

1. Which of these are polite words to use?
  - a) Go away!
  - b) Please
  - c) Shut up!
2. Which would be the polite way to answer the phone?
  - a) What do you want?
  - b) Who's this?
  - c) Hello.
3. What is the polite way to end a conversation?
  - a) You're boring, I'm going.
  - b) It was nice talking to you, but I have to go now.
  - c) Gotta go.
4. Who might say this?: 'Goodness gracious me.'
  - a) grandmother
  - b) surfer
  - c) your friend





5. What is the correct way to say no?
  - a) Nup.
  - b) Nahh.
  - c) No, thank you.
6. Who might say this?: 'How can I help you today?'
  - a) your neighbour
  - b) the doctor
  - c) a friend
7. Which of these could you talk to your doctor about?
  - a) which shoes you want to buy
  - b) who your best friend is
  - c) a medical problem
8. How could you respond to a friend who has made a mistake?
  - a) That was dumb!
  - b) You did it wrong.
  - c) Would you like some help?
9. Who might say this?: 'May I help you?'
  - a) a shop assistant
  - b) your friend
  - c) your dad
10. If you were introducing someone, what would you say?
  - a) Oi, this is what's-his-name.
  - b) Hey, there ...
  - c) Have you met ... ?
11. If you didn't want any more dinner what might you say?
  - a) No, thank you.
  - b) Nup.
  - c) Eeuw yuk!
12. Where would you hear this?: 'Can you please pass the salt?'
  - a) at the movies
  - b) at school
  - c) at the dinner table





## 4.17 Communicating with others

Every day we speak to many different people. They could be family members or friends, or others such as a shopkeeper or a doctor.

We often speak to people a bit differently, depending on how well we know them or how old they are. For example, you may say 'Nup' when talking to your friend, but if you were talking to your grandmother you may say 'No, thank you'.

Complete the table to show how you would talk to each different type of person. Cut out the squares and stick them in the correct blank spaces on the table.

**Hint:**

You may like to talk to an adult about this activity.





Good morning.	I wanted to apologise for ...	See you later.	Thank you very much for ...
Thanks.	Hello. How are you?	Sorry, Dad, I made a mistake.	Excuse me ...
Hi, Mum, can you please ...	See ya.		







# Communication table

	A friend	A teacher	A family member	A stranger (eg shopkeeper)
Greeting	How ya going?		Hi.	
Thanking			I wanted to say thanks for ...	Thank you for your help.
Getting their attention	Hey ...	Excuse me, Miss ...		
Saying sorry (apologising)	I did a dumb thing. Sorry.			I'm sorry. I apologise for my mistake.
Saying goodbye		See you tomorrow, Miss ...		Goodbye for now.





## 4.18 Listening

An important part of communicating is listening.

How does good listening look?

Circle the picture you think shows good listening.



When you listen it is important to:

- look at the person
- not interrupt
- use words or gestures to show you are listening (eg uh huh, nod head)
- ask questions to find out more information.

Test how well you communicate and listen by playing a game with a partner.

In this game each person will have a turn at speaking and listening.

### For this activity you will need:

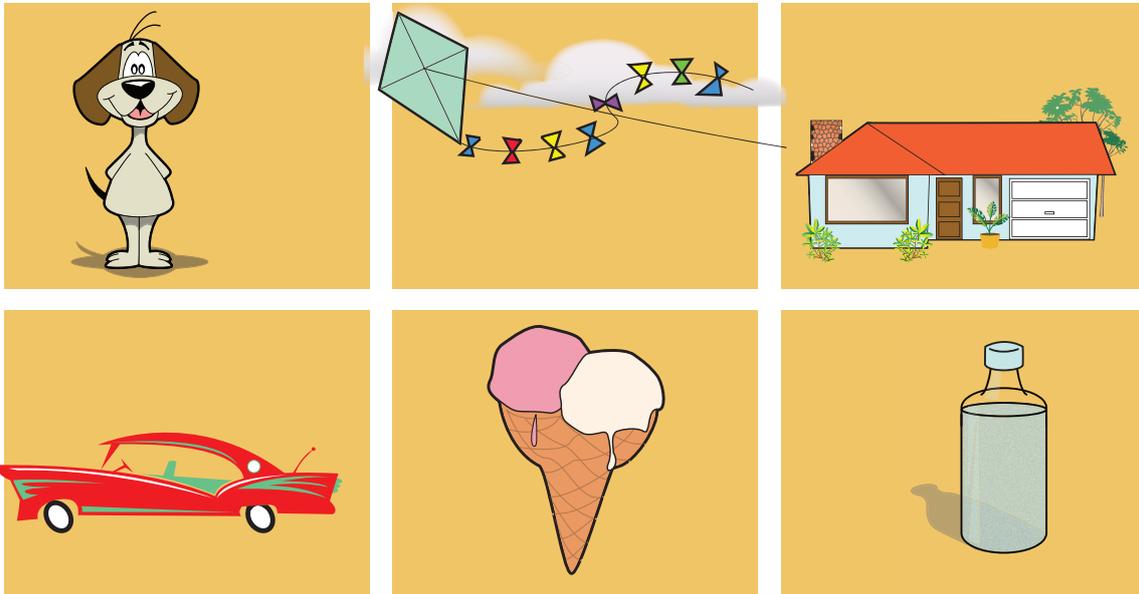
- blank sheets of paper
- a partner
- the picture sheet
- pencils.





## Instructions

1. Sit back to back with your partner.
2. Person 1 has the sheet of pictures in front of them.
3. Person 2 has the blank paper.
4. Person 1 chooses a picture on the sheet (without telling person 2) and describes it to Person 2, who will draw it.
5. Swap roles and repeat.



How did you go?

Evaluation (Complete with your partner.)

				Comment
I asked questions.				
I spoke clearly.				
I used words to show I was listening (eg uh huh).				





## 4.19 Communication rules

Now you have completed a number of activities on communication see if you can complete the following communication rules for talking and listening by ticking either Yes or No.

Talking and listening rules:

	Yes/No	
Is it polite to talk when your mum is talking to you?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Should you walk away when your teacher is talking to you?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Should you use a loud voice when talking inside?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Should you have a conversation with your grandad when he is watching TV?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Should you smile when you are talking to a friend?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Should you use slang words, eg 'yep', 'nah', when talking to your grandmother?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Should you take turns talking and listening when you are with a group of friends?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Should you interrupt if you don't like what your dad is saying?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Should you look at the doctor's face when he is talking to you?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Should you have a conversation during a movie?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Should you answer the shopkeeper's questions when they are talking to you?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Should you have a chat with your friend at lunch time?	Yes <input type="checkbox"/>	No <input type="checkbox"/>





## Friendship

A friend is someone who:

- is special to you
- you like
- you trust
- you have fun with
- you feel safe with.

Having friends is an important part of life.





## 5.1 Qualities

What kind of qualities do you think a friend should have?

Circle three things you think are important in a friend.

A friend must:

<b>be honest</b>	<b>be a good listener</b>	<b>do whatever I tell them</b>
<b>be trustworthy</b>	<b>be caring</b>	<b>be a trouble maker</b>
<b>be bossy</b>	<b>wear nice clothes</b>	<b>be thoughtful</b>
<b>be kind</b>	<b>be happy</b>	<b>give me presents</b>
<b>tell tales</b>	<b>be generous</b>	<b>be forgiving</b>
<b>have lots of toys</b>	<b>always agree with me</b>	<b>have lots of money</b>
<b>be fun</b>	<b>help me</b>	<b>share with me</b>
<b>make me smile</b>		



Do you have the same qualities you would like in a friend?



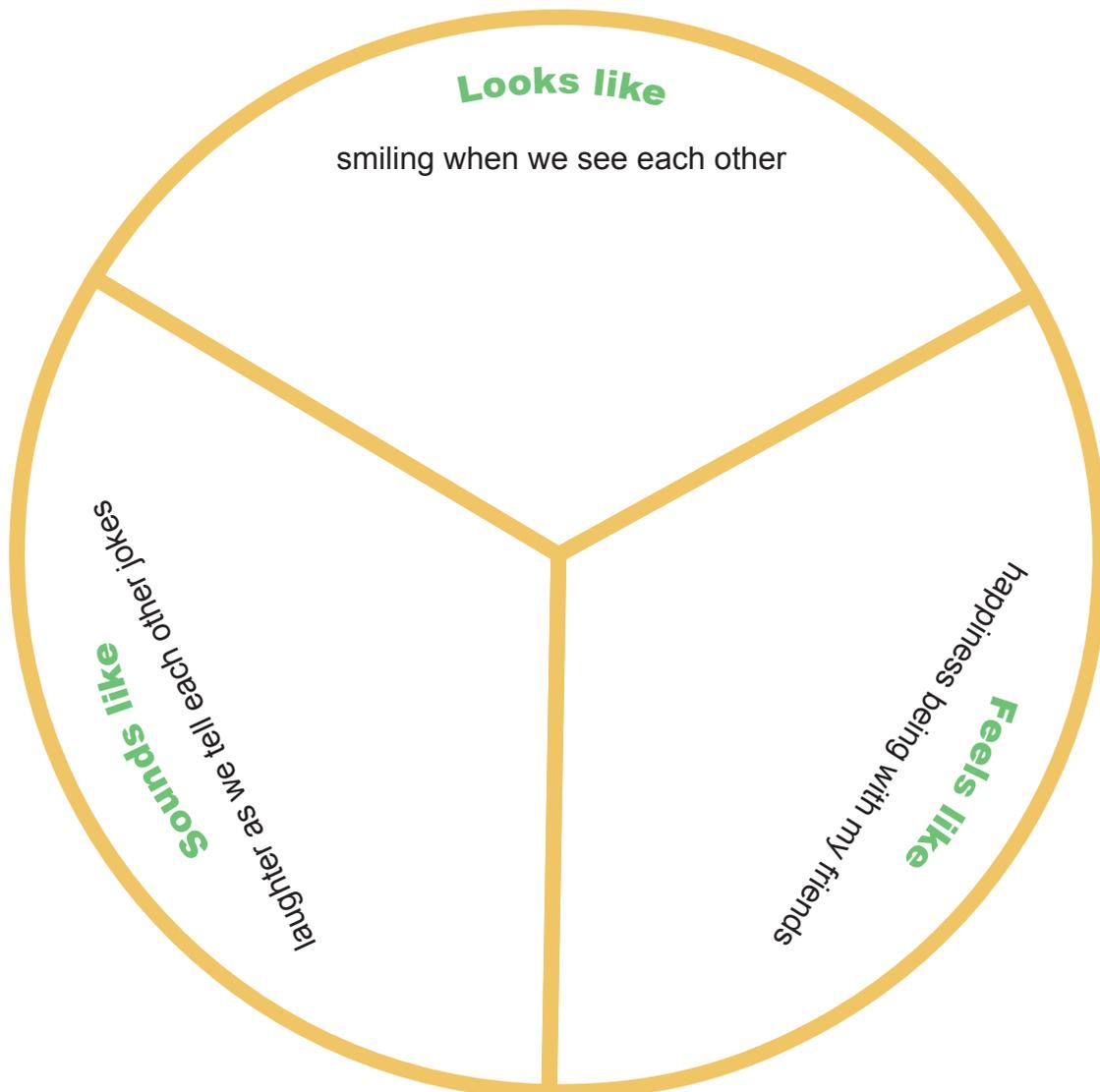


## 5.2 Friend Y-chart

Think about your friends and friendships. Complete the following Y-chart by describing:

- what a friend looks like, or how you look when you are with your friend
- what being with a friend sounds like or how things sound when you are together
- how you feel when you are with your friends.

To help you, an example has already been given in each section.





## 5.3 Special friend

Do you have a special friend? Perhaps you have one very close friend or maybe lots of friends. Complete the unfinished text below to tell about a friend who is special to you.

My friend is special because

---

---

---

We like to

---

---

---

I like it when my friend

---

---

---

But sometimes I get cross when

---

---

---

I'm so lucky to have such a \_\_\_\_\_ friend, because

---

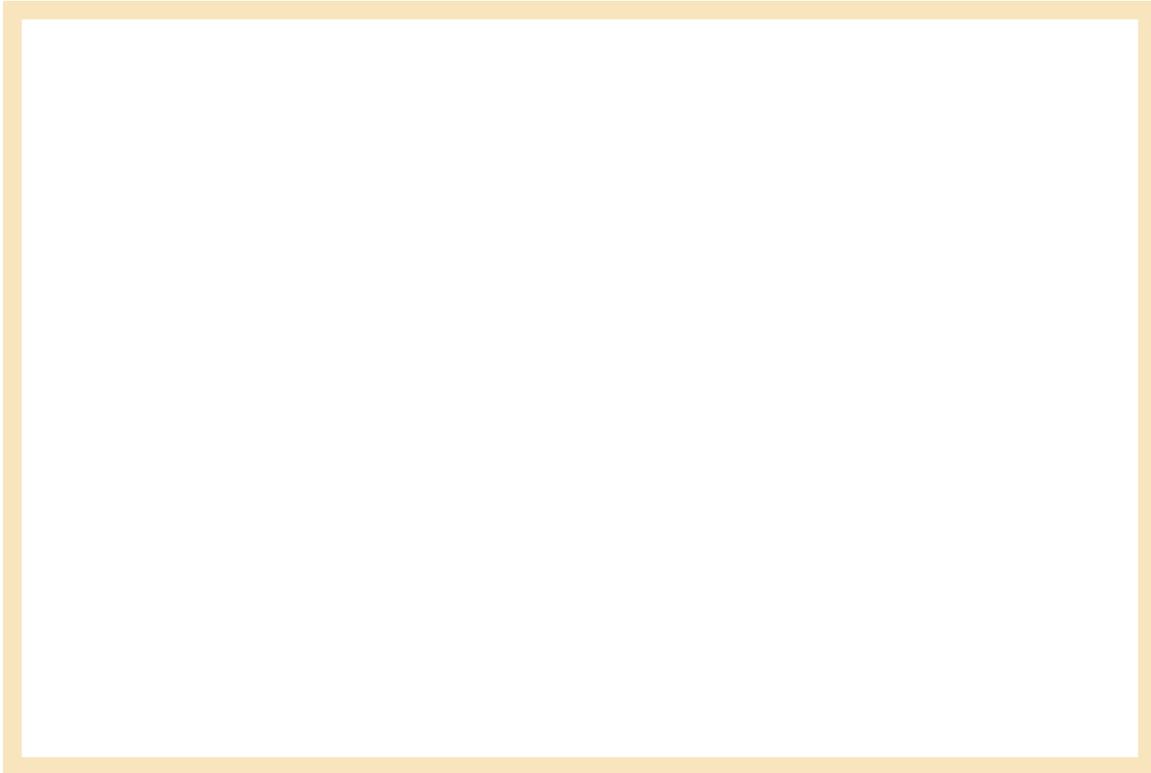
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---





Draw a picture of your special friend.



## 5.4 Friendship acrostic poem

Write an acrostic poem for one of your friends.

First print the letters of the person's name down the page. Use words or phrases beginning with each letter of the name to describe special things about the person.

### Example:

**A**wonderful friend  
**N**ice to everyone  
**N**ever naughty  
**E**xcellent cook

or **S**ensible  
**T**ells good jokes  
**E**nergetic  
**V**ery clever  
**E**ager to play footy





Brainstorm words for your draft poem in the box below.

Write your poem on lined paper or on the computer. You can decorate your page or use decorative letters for the letters of the name.

When you have finished, include a copy in your resource file.

## 5.5 Making friends

Sometimes making friends is not easy. Have you ever been lonely and wished you had a friend to play with?



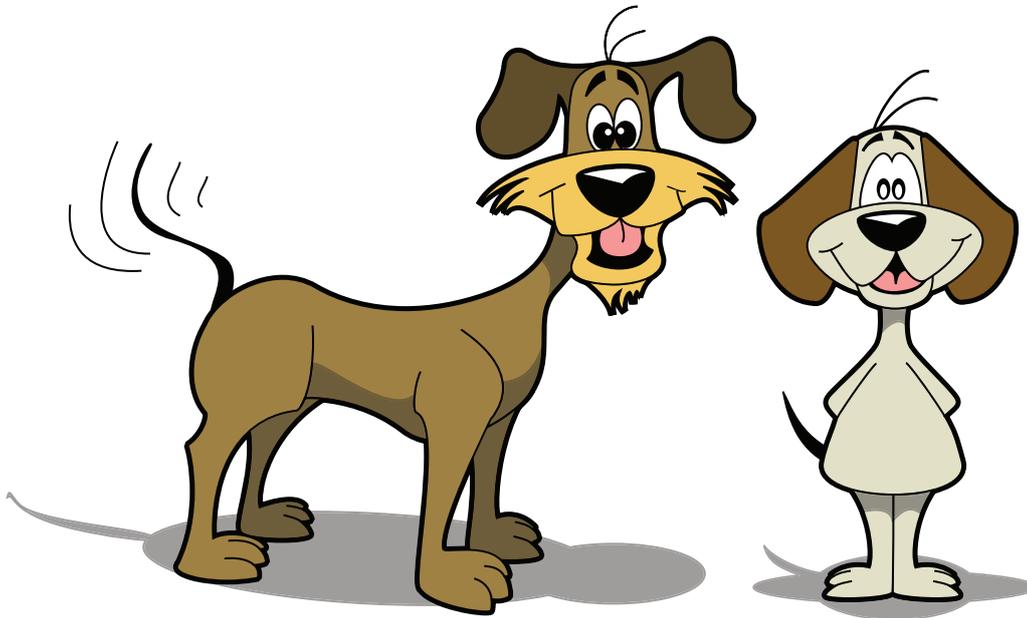
So what can you do if you see someone you'd like to be friends with? How do you approach them?

One way is to start a conversation. Or ask if you can join in with what they are doing.





It's normal to feel a bit nervous. You never know – the other person may be feeling nervous too! So smile so that other kids will know you are friendly.



## Conversation starters

Hi.

What have you been up to?

Guess what!

What's up?

Can I talk to you for a minute?

Can I join in your game?

How are you?

I like your ...

I see you're making a ... Would you like some help?

How's it going?

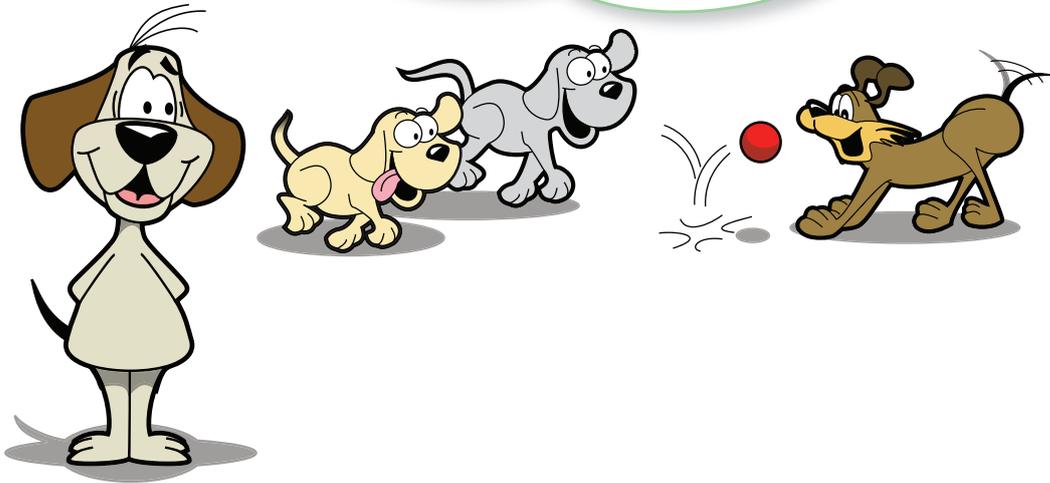
Good morning.

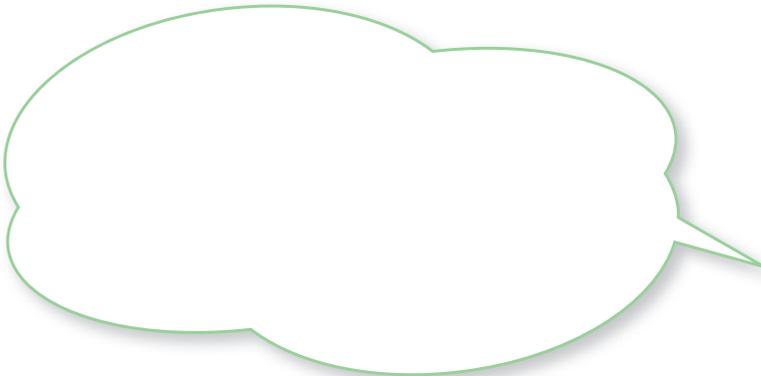
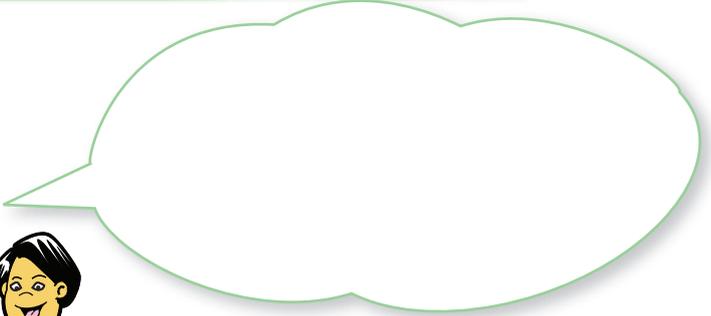
What's new?





Look at the following situations. Write in the speech bubbles what Pal and Buddy could say to start a conversation.







Two things not to do when you are try to make friends are:

- push in or try to take over
- stand back and not show that you are interested.

## 5.6 Finger puppets

Finger puppets can be useful in acting out situations and working through feelings in a fun way.



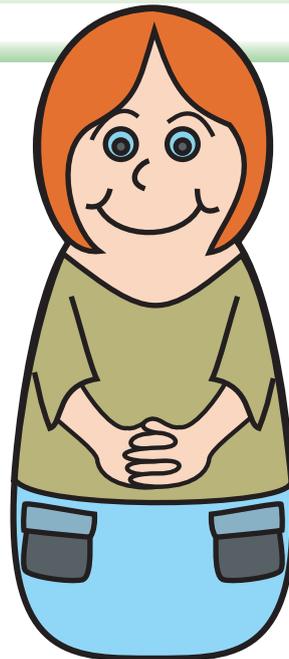
Let's make some finger puppets.

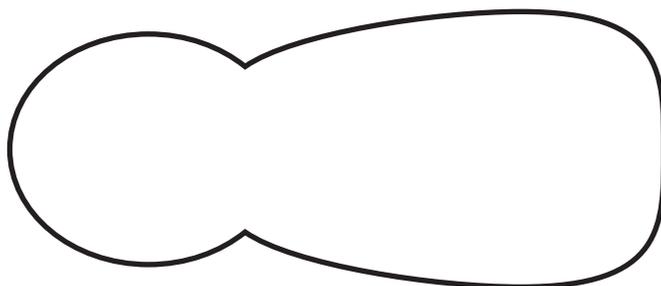
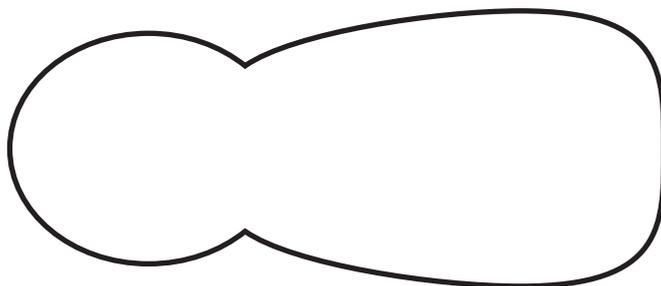
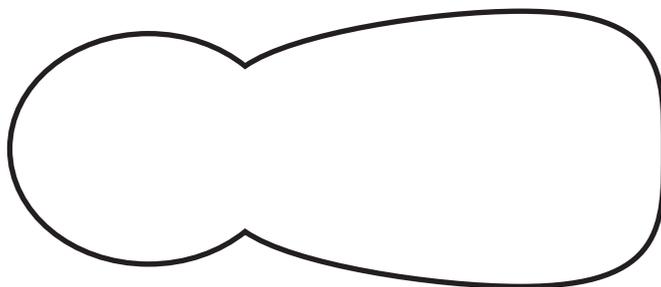
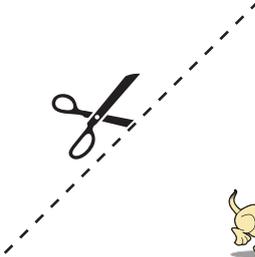
### You will need:

- glue or stapler
- coloured pencils/textas
- popsticks
- scissors.

### Instructions

1. Cut out the character outlines on the following page.
2. Decorate each puppet as you wish. You may like to draw on features and colour in clothes or, if you have some craft items available, you may choose to glue on hair and clothing.
3. Glue or staple a popstick on each puppet.









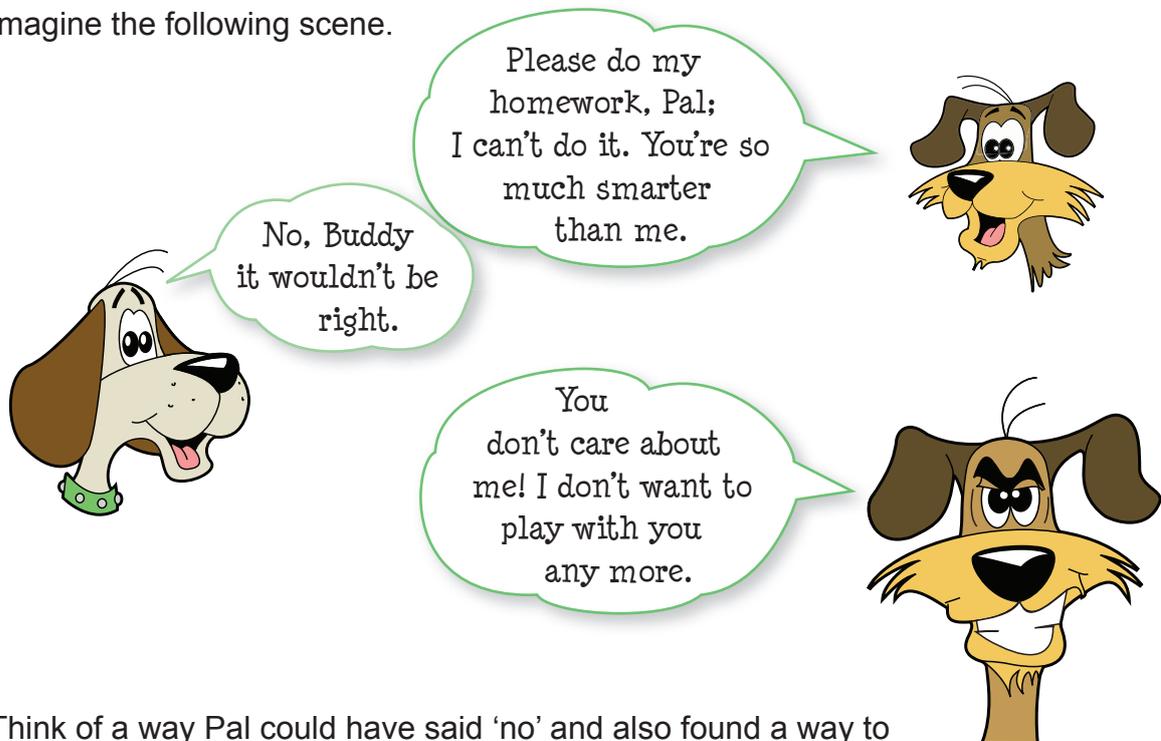
## 5.7 Saying 'No'

Being a good friend sometimes means saying 'no' or letting your friend say 'no'.

Saying 'no' can be hard. You may be afraid of upsetting your friend. One way to say 'no' is to:

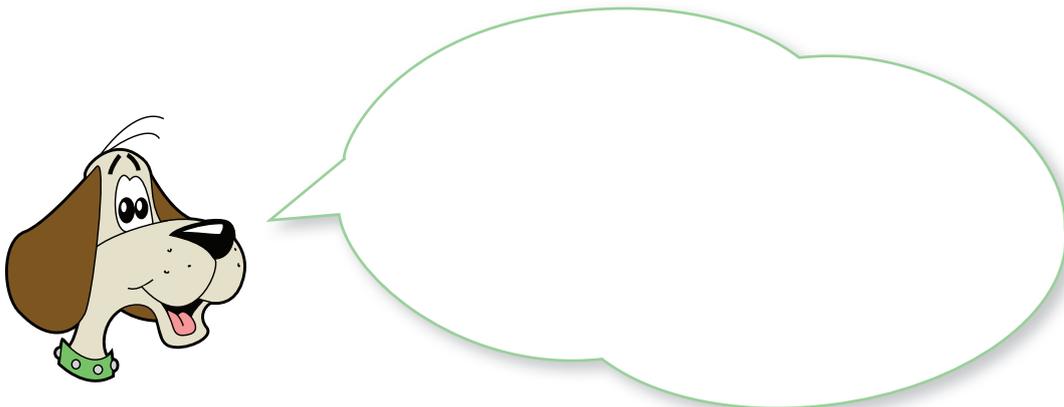
- say what the problem for you is
- give a suggestion of what to do instead.

Imagine the following scene.



Think of a way Pal could have said 'no' and also found a way to help Buddy with his problem.

Write your answer in the speech bubble below.





Use your finger puppets to act out one of the following situations with a partner and practise saying 'no'.

## Situations

Your friend wants you to go down the shops with her but your mum has said you mustn't leave the house.

Your friend has dared you to ride your bike down the steepest hill in town.

Your friend is being mean to another classmate, and wants you to join in.

Your friend has spotted some lollies in your brother's room, and wants you to take them.

Which situation did you choose?

---

Describe how you solved the situation.

---

---

---

## 5.8 Problem-solving

Have you ever had a fight with a friend? Even the best of friends can have arguments or disagreements. You might feel that something is unfair, or someone is not sharing, or someone is being mean!



But what can you do?

You could throw a big tantrum and be really mean to everyone! But would this solve the problem?





An important part of being a friend is working to solve problems in a fair way. In every situation you have a choice.

You can:

- **be mean** – try to force someone to do something they don't want to, or do something that will hurt another person (either their body or their feelings)
- **be strong** – stand up for yourself, but be nice and respect the other person
- **give in** – go along with whatever the other person wants, even though you want to do something else.

When a problem occurs, the best way is to work together to solve the issue.

To do this you can follow these problem-solving steps:

- **Stop** – don't keep fighting.
- **Tell** – each person needs to say what they feel.
- **Think** – of ways you can solve the problem and choose one to try.

Let's look at the steps in a bit more detail.

**Stop:** Stop the fight. Don't let things get any worse.

**Tell:** Each person says what they feel or what they think the problem is. Take turns to speak. When you are speaking say how you feel, using statements beginning with I, for example 'I felt hurt when you wouldn't share the lollies.' When the other person is speaking, remember to listen.

**Think:** Brainstorm positive ways to solve the problem fairly. Choose a solution to try.

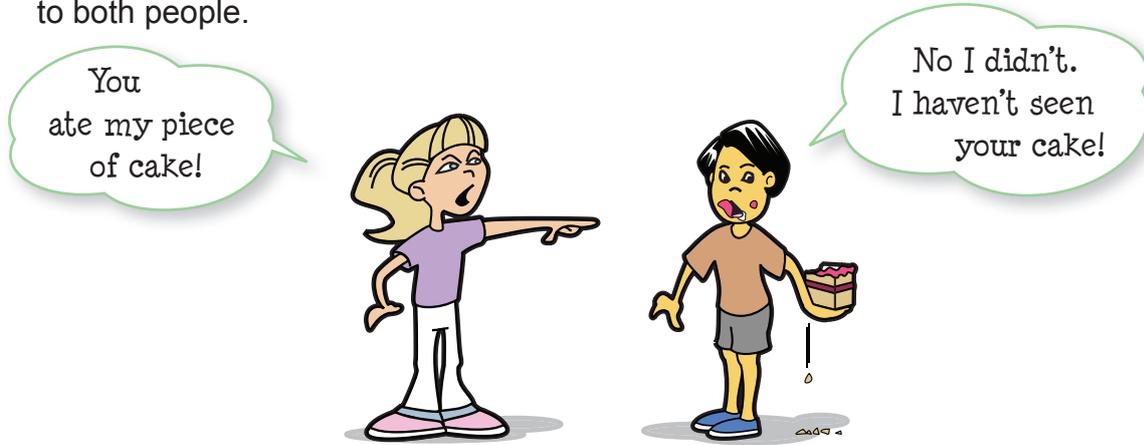


If you still cannot come up with a solution, ask an adult you trust to help.





Look at the following situations. Write down a way to solve the issue that is fair to both people.

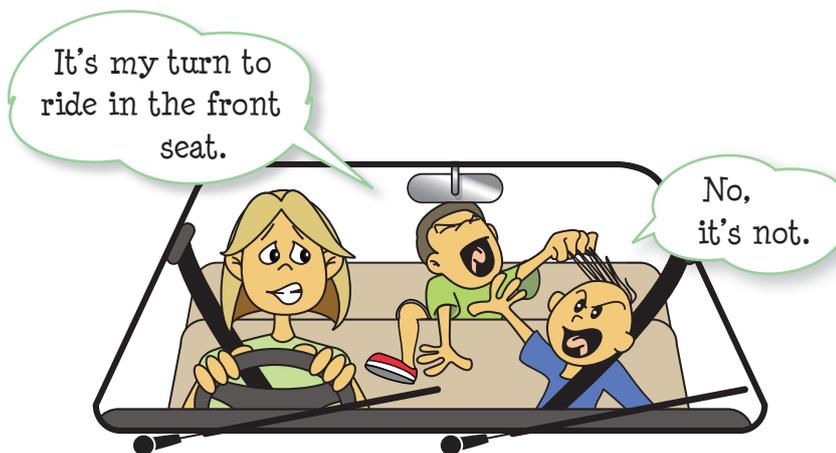


How can this situation be solved?

---

---

---



How can this situation be solved?

---

---

---





How can this situation be solved?

---

---

---

Use your finger puppets to act out one of the following situations with a partner, and practise using the steps to solve the problem.

You have lost your friend's library book and he is angry with you.

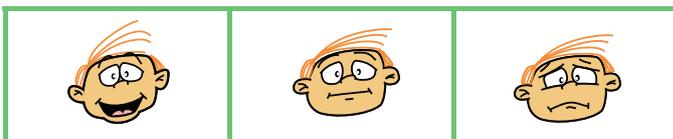
You want to play on the computer, but your friend won't let you have a turn.

You and a friend are watching TV, but you both want to watch different programs.

How did you go with this activity? Which situation did you choose?

---

How did you feel about using the steps?





Were you able to use the steps to find a positive solution with your partner?

Yes  No

Describe what you could do differently next time:

---

---

---

Adult comments:

---

---

## 5.9 Someone else's shoes



Wow,  
Pal, do I get to  
wear your shoes?

No, Buddy, it means  
looking at something  
from the other person's  
point of view.



**Empathy** is understanding how another person feels because you have had the same feelings or experience or, if you have not had the same experience, you could imagine what it might feel like.





Look at the following situations. Put yourself in the person's shoes. How do you think the person felt? How would you feel?

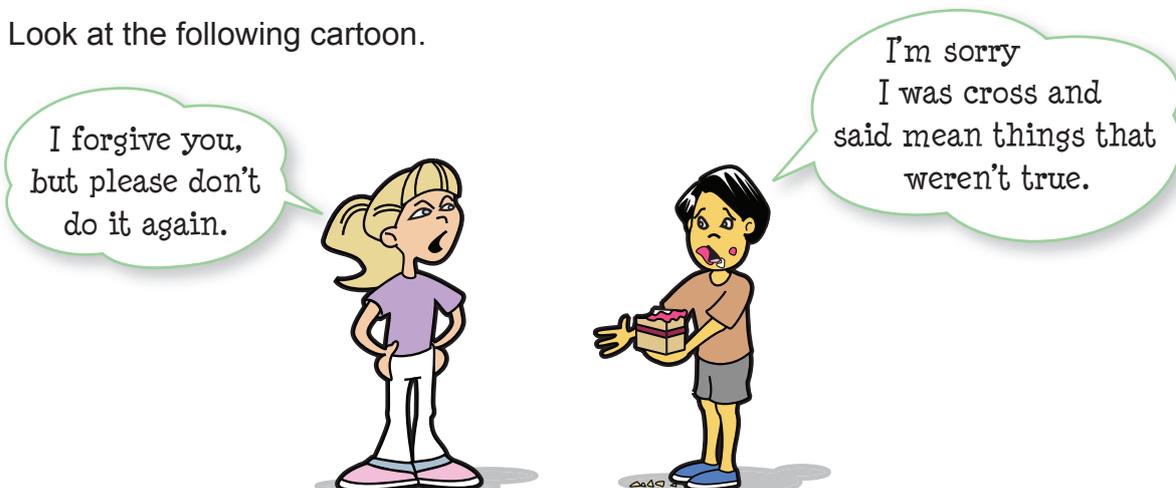
	How do you think the person felt?	How would you feel?
Jenny just broke her favourite toy.		
All of your class is invited to Mary's birthday party except for Billy.		
Jon's friend is moving away to a new city.		
Steve's mum has just had a baby.		
Laura is packing to go on her first overseas trip with her family.		
Mike trips over his shoelaces and falls down the steps in front of everyone.		

It can help to empathise with someone when solving a problem as you can see how they are feeling, and this can help to find a solution that suits both of you.

## 5.10 Sorry

A way of keeping friends is to say sorry when you are wrong, or to forgive them when they are wrong.

Look at the following cartoon.

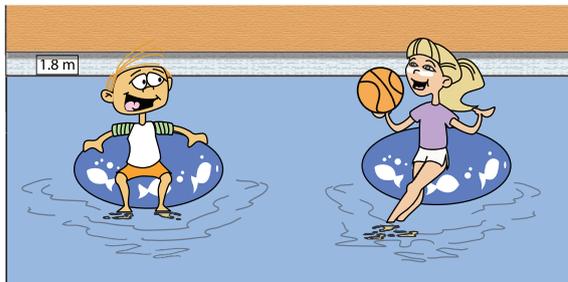




It's important to be honest. If you lie to your friends they will learn to distrust you.



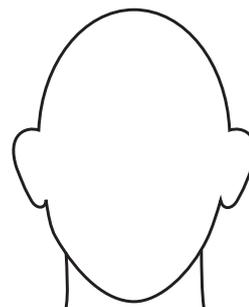
It is better to tell the truth and apologise.



This is when it is important to forgive one another.

Has a friend ever hurt your feelings? How did it make you feel?

Draw the expression on the blank face to show how you felt.





Match the apology to the situation:

Sorry, my hands are slippery.

I'm so sorry. Please forgive me, I will help you fix it.

Whoops, sorry! Let me help you tidy up.

My apologies for being late – the car wouldn't start this morning, so we had to walk to school.

Think of a time when you did something wrong. Write down an apology you could have used:

---

---

---





## 5.11 My mirror of movies



You have completed many activities about how to behave respectfully and relate to people.



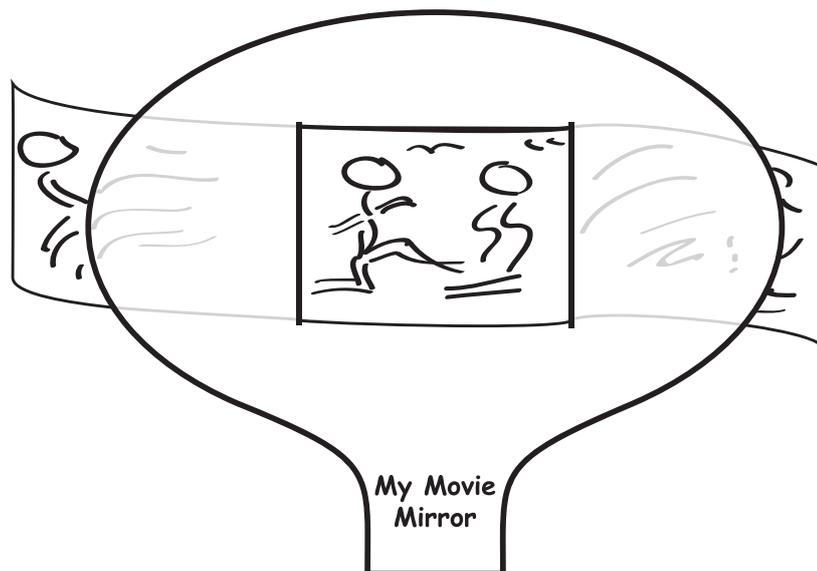
Now it's time to put your knowledge to use in a fun way.

You will make a cartoon strip to solve a problem, and you will make a cartoon viewer.

To complete this activity you will need to follow a number of stages. The first stage is to make the movie mirror piece.

### Stage 1 - Mirror

The mirror is the viewing window through which you will pull the cartoon strip.





### To make the mirror:

1. Cut out the movie mirror template at the back of the book (page 71).
2. Glue onto cardboard.
3. Decorate the movie mirror. You may like to do this by drawing or painting, or by gluing on items and pictures.
4. Leave the mirror to dry.

## Stage 2 - The cartoon strip

1. Choose one of the following situations. Circle the one you have chosen. You will draw a simple cartoon on the strip to show how the situation is resolved. Your cartoon must have at least four boxes.

Your friend is teasing someone and wants you to join in.

There is a line of children at the cinema and someone is pushing in.

You are playing in the park and you notice your friend has not cleaned up after her dog. What can you do?

You have hit your ball through Grandad's window.

You have started a new school. At lunch time you see other students playing a game you really enjoy. What do you do?

You want an ice-cream but you know your mum will probably say 'no'. How do you ask and get her to agree?

Your friend has just got a cool new bike and is riding it around your yard. You really want a turn. What can you do?

Your little brother keeps bothering you while you are trying to do your homework. What do you do?

Your friend just called you stupid. What can you do?





2. Brainstorm ideas on how this situation could be resolved in a positive way. Use your knowledge from all the activities you have completed in this module.

3. Cut out the cartoon strips.

**Hint:**

If you need more boxes, you can tape two strips together.

4. In the first box draw the situation.





5. In the following boxes, draw what could happen to sort out the situation in a positive way. Remember: a cartoon is a simple story, so it has a beginning, a middle and an end.

**Hint:**

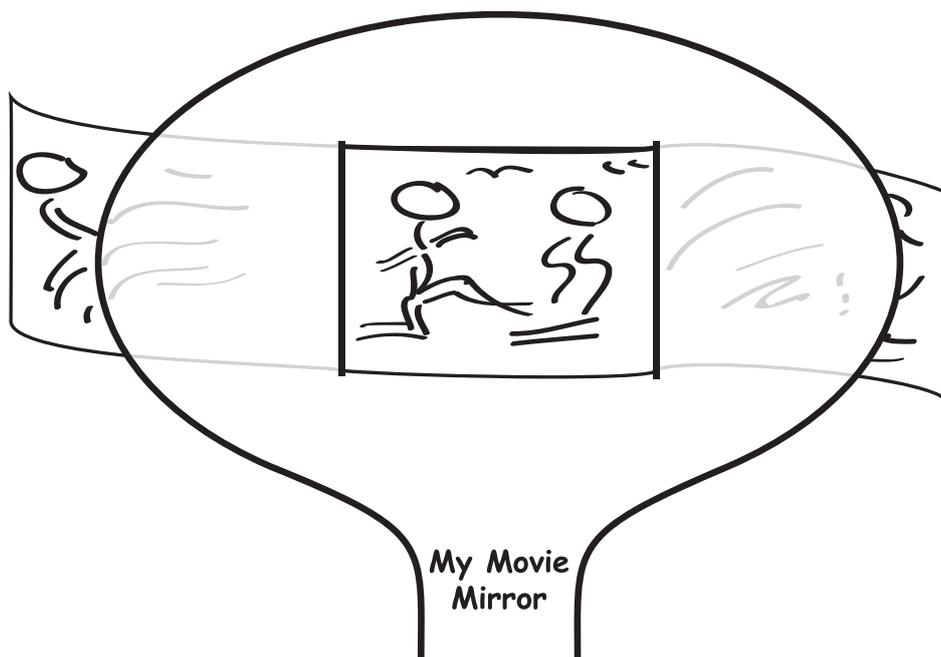
You may like to use words and pictures, for example speech bubbles.



6. When you have drawn all the boxes required, colour in your cartoon.

### Stage 3

1. When the mirror is dry ask an adult to help you cut along the dotted lines.
2. Thread your cartoon through the viewer slots.





3. As the strip is pulled through you can view your cartoon.
4. Show your cartoon solution to an adult.
5. With an adult complete the following:

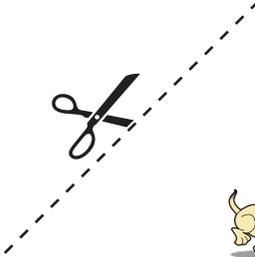
Tick the box that shows how you went.

				Comment
I was able to solve the situation in a positive way.				
My cartoon was easy to follow.				
My cartoon had a beginning, a middle and an end.				
I used words and pictures.				
Other people are able to understand my cartoon.				



Take a photo of your mirror of movies and cartoon strip and include it in your resource file.

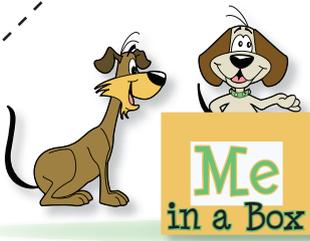




A large rectangular area for writing, divided into two sections by a horizontal dashed line. The top section contains 15 vertical lines for writing. The bottom section is blank.

Fold line





A large, empty rectangular box with a green border, intended for a drawing or message. A horizontal dashed line runs across the middle of the box, and a vertical solid line runs down the center, dividing the space into four quadrants.





My Movie Mirror

Congratulations.  
You have finished all  
the activities in the  
book!



Good  
luck, we hope  
you have great times  
with all of your  
friends!















Standing on my  
own two feet

# Feedback and solutions





## 4 Behave yourself!

### 4.3 Manners

What manners can you think of? Write down two examples of manners or polite behaviour you use every day.

Answers will vary. Some examples are:

- waiting your turn
- saying please and thank you
- smiling
- not pushing.

Look at the following list and circle the ones you think show polite behaviour.

Answers may vary. Some examples are:

<b>covering your mouth when you cough</b>	<b>burping</b>	<b>saying please</b>
<b>sneezing on other people</b>	<b>tidying up after yourself</b>	<b>pushing or shoving</b>
<b>saying thank you</b>	<b>leaving a big mess</b>	<b>being honest</b>
<b>washing your hands before eating</b>	<b>saying excuse me</b>	<b>sharing</b>
<b>teasing your friend</b>	<b>cheating at a game</b>	<b>licking your knife</b>
<b>knocking on a door before entering</b>	<b>being on time</b>	<b>interrupting someone who is speaking</b>
<b>shaking hands</b>		





## 4.4 Around the world

Custom	Country
slurping noodles as you eat them (it shows they are delicious)	Japan
burping after eating (to show you enjoyed the meal and are full)	China
holding two hands together in prayer position when you meet someone (instead of shaking hands)	Thailand
taking your shoes off before you enter a house	Japan
eating your food by scooping with a piece of bread	Morocco
sitting up straight with both feet flat on the floor	Indonesia
greeting someone with a kiss on the cheek	France

## 4.6 Dos and don'ts

Complete the charts for the following dos and don'ts in each situation.

Answers will vary. Some examples are:

Eating dinner

Dos	Don'ts (poor behaviour)
<ul style="list-style-type: none"><li>● say please and thank you</li><li>● use your knife and fork</li><li>● thank the person who cooked the meal</li><li>● ask someone to pass the food</li><li>● talk nicely with your family</li><li>● chew with your mouth closed</li></ul>	<ul style="list-style-type: none"><li>● lick your knife</li><li>● burp loudly</li><li>● eat off other people's plates</li><li>● fight over food</li><li>● talk very loudly</li><li>● talk with your mouth full</li></ul>





### At the shop

Dos	Don'ts (poor behaviour)
<ul style="list-style-type: none"> <li>● stay with Mum and Dad</li> <li>● help to put items in the trolley</li> <li>● ask for help, using your manners, eg please may I have ...</li> </ul>	<ul style="list-style-type: none"> <li>● pester Mum or Dad for lollies</li> <li>● run around the store</li> <li>● fight with your brother or sister</li> <li>● take things off the shelves without asking</li> <li>● use nasty or rude language</li> </ul>

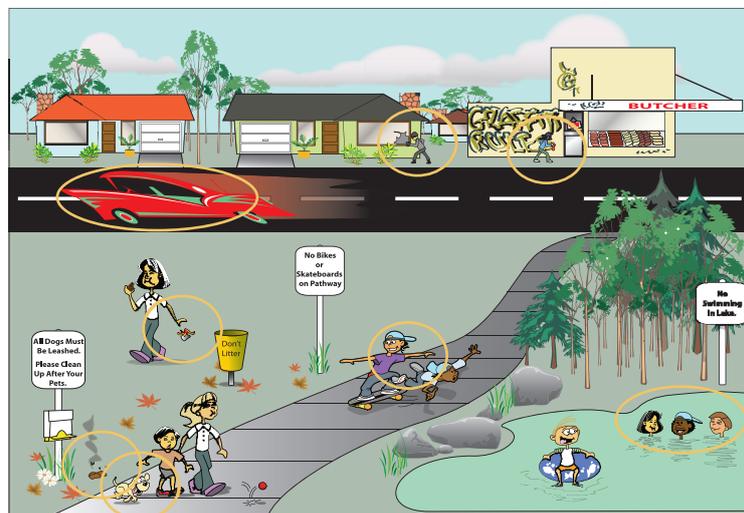
### At school

Dos	Don'ts (poor behaviour)
<ul style="list-style-type: none"> <li>● say good morning or good afternoon to teachers</li> <li>● take turns</li> <li>● put your hand up if you want to talk</li> <li>● share</li> <li>● line up after lunch</li> <li>● keep your hands to yourself</li> <li>● listen</li> </ul>	<ul style="list-style-type: none"> <li>● run in the building</li> <li>● be mean to other kids</li> <li>● touch other people's belongings</li> <li>● interrupt when other people are talking</li> <li>● use bad or rude language</li> </ul>

## 4.8 Let's all show respect

Look at the following picture and circle the situations where people are not behaving respectfully.

Choose three of the situations to write in the table below. Write down what would be the correct thing to do.





Answers will vary. Some examples are:

Situation	Correct thing to do
littering	throw your rubbish in the bin
running and pushing past another person	go around the person, and call out as you approach so they know you are there
not cleaning up after a dog	carry plastic bags, pick up after the dog and put it in the bin

What do you think would happen if no-one used their manners or behaved appropriately?

Answers will vary. Here is an example:

If no-one used manners, the world would be an unpleasant place!

## 4.9 Show you care

How could you show people kindness? Write or draw two things that come to mind when you think about kindness.

Answers will vary. Some examples are:

Write a letter or email, give them a flower, draw them a picture, write a short note, say thank you, offer to help them, play with them, do volunteer work ...





## 4.11 Compliments

Read each of the following statements and decide whether it is a compliment or not.

		Yes/No	
	You should walk when you are at the pool.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Thank you for working so hard today. You did a great job.		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	That was a great kick you did in football, Bill.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
I'll bet you have lots of homework to do.		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	You like to eat chips!	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Let's go to the shops!		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	You look really great in that dress!	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>





## 4.12 Compliment starters

Write down a compliment you could give in each of the following situations.

Answers will vary. Some examples are:

Situation	Compliment
	I really like your picture – you've done a great job with the colours you used.
	Thank you for helping Tom tie his laces; that was very kind of you.
	You are a good helper. Thank you for making your bed.
	What a fantastic goal. Well done!
	I really like your new outfit – it makes you look great.





## 4.15 Body language/Facial expressions

People communicate with their faces and bodies.

Look at each picture and write down what you think the person is communicating.

	confused		not interested
	upset/angry		happy
	sad		bye
	surprise		





## 4.16 Speaking

### Quiz

- Which of these words are polite words to use?
  - Go away!
  - Please
  - Shut up!
- Which would be the polite way to answer the phone?
  - What do you want?
  - Who's this?
  - Hello.
- What is the polite way to end a conversation?
  - You're boring, I'm going.
  - It was nice taking to you, but I have to go now.
  - Gotta go.
- Who might say this?: 'Goodness gracious me'
  - grandmother
  - surfer
  - your friend
- What is the correct way to say no?
  - Nup.
  - Nahh.
  - No, thank you.
- Who might say this?: 'How can I help you today?'
  - your neighbour
  - the doctor
  - a friend





7. Which of these could you talk to your doctor about?
  - a) which shoes you want to buy
  - b) who your best friend is
  - c) a medical problem
8. How could you respond to a friend who has made a mistake?
  - a) That was dumb!
  - b) You did it wrong.
  - c) Would you like some help?
9. Who might say this?: 'May I help you?'
  - a) a shop assistant
  - b) your friend
  - c) your dad
10. If you were introducing someone what would you say?
  - a) Oi, this is what's-his-name.
  - b) Hey there ...
  - c) Have you met ...?
11. If you didn't want any more dinner what might you say?
  - a) No, thank you.
  - b) Nup.
  - c) Eeuw yuk!
12. Where would you hear this?: 'Can you please pass the salt?'
  - a) at the movies
  - b) at school
  - c) at the dinner table





## 4.17 Communicating with others

Communication table

	A friend	A teacher	A family member	A stranger (eg shopkeeper)
Greeting	How ya going?	Good morning.	Hi.	Hello. How are you?
Thanking	Thanks.	Thank you very much for ...	I wanted to say thanks for ...	Thank you for your help.
Getting their attention	Hey ...	Excuse me, Miss ...	Hi, Mum, can you please ...	Excuse me ...
Saying sorry (apologising)	I did a dumb thing. Sorry.	I wanted to apologise for ...	Sorry, Dad, I made a mistake.	I'm sorry. I apologise for my mistake.
Saying goodbye	See ya.	See you tomorrow, Miss ...	See you later.	Goodbye for now.





## 4.18 Listening

Circle the picture you think shows good listening.



## 4.19 Communication rules

Now that you have completed a number of activities on communication, see if you can complete the following communication rules for talking and listening by ticking either Yes or No.

	Yes/No	
Is it polite to talk when your mum is talking to you?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Should you walk away when your teacher is talking to you?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Should you use a loud voice when talking inside?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Should you have a conversation with your grandad when he is watching TV?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Should you smile when you are talking to a friend?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Should you use slang words, eg 'yep', 'nah', when talking to your grandmother?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Should you take turns talking and listening when you are with a group of friends?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Should you interrupt if you don't like what your dad is saying?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Should you look at the doctor's face when he is talking to you?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Should you have a conversation during a movie?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Should you answer the shopkeeper's questions when they are talking to you?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Should you have a chat with your friend at lunch time?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>



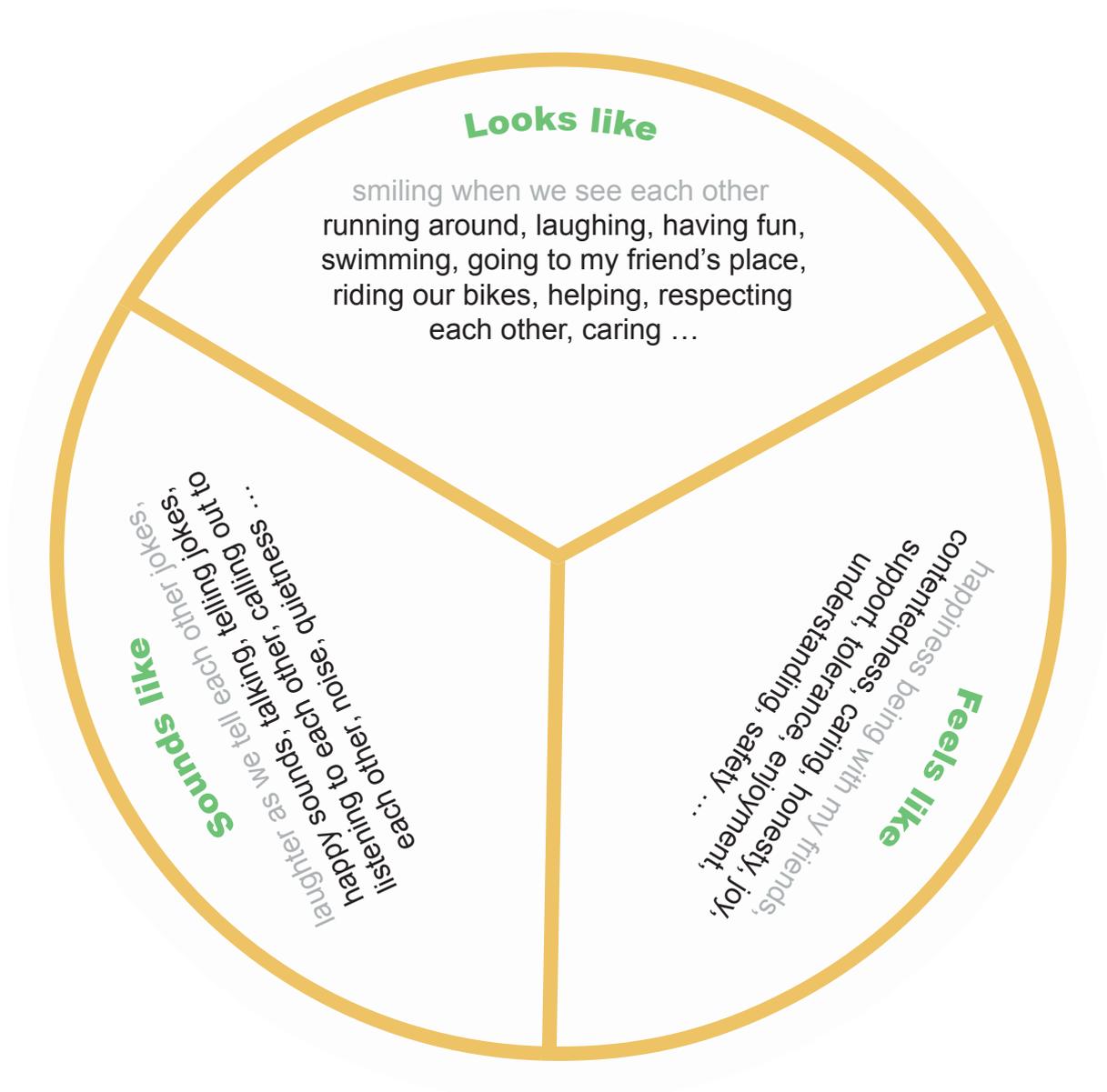


## 5 Friendship

### 5.2 Friend Y chart

Think about your friends and friendships. Complete the Y-chart.

Answers will vary. Some examples are:



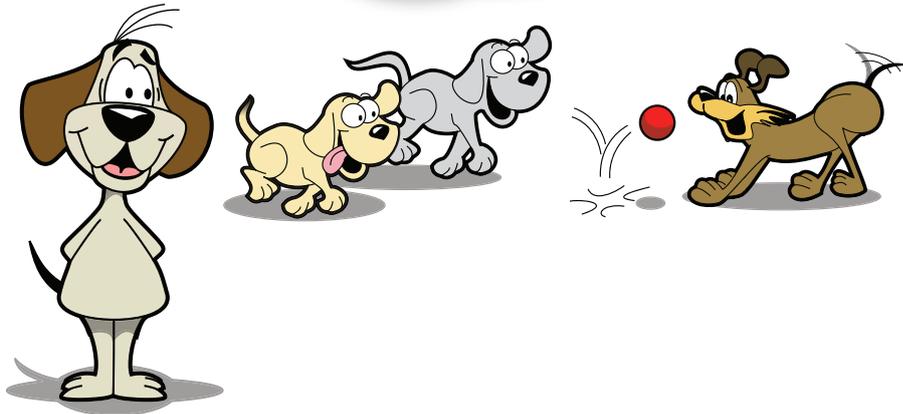


## 5.5 Making friends

Look at the following situations. Write in the speech bubbles what Pal and Buddy could say to start a conversation.

Answers will vary. Some examples are:

Hi, that looks like fun. I'm a good player; could I please join in your game?



That's a very deep hole. You must have been working hard. Maybe I could give you a hand to make it even deeper.





I see you are eating a sandwich. I love to make sandwiches - how about you?



I like the drawing you've done. Could you show me how you did it?

Wow! That's a great shirt! Where did you get it?





## 5.7 Saying 'No'

Think of a way Pal could have said 'no' and also found a way to help Buddy with his problem.

Write your answer in the speech bubble below.

Answers will vary. An example is:



How about I give you some help so you can do your own homework? And then, when you're done, we can go and play.

## 5.8 Problem-solving

Look at the following situations. Write down a way to solve the issue that is fair to both people.

Answers will vary. Some examples are:

You ate my piece of cake!



No I didn't. I haven't seen your cake!



How can this situation be solved?

'I'm sorry for taking the last bit. We can share it.'

It's my turn to ride in the front seat.

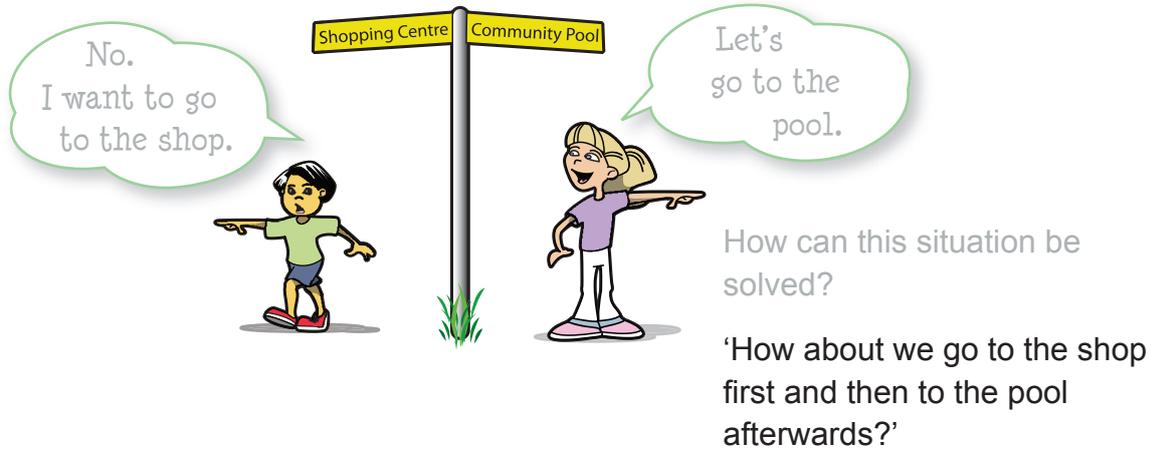


No, it's not.

How can this situation be solved?

Mum could ask both children to ride in the back, or design a roster system to show when each person was last in the seat.





## 5.9 Someone else's shoes

Answers will vary. Some examples are:

	How do you think the person felt?	How would you feel?
Jenny just broke her favourite toy.	upset	
All of your class is invited to Mary's birthday party except for Billy.	upset, humiliated	
Jon's friend is moving away to a new city.	sad	
Steve's mum has just had a baby.	happy, jealous	
Laura is packing to go on her first overseas trip with her family.	excited	
Mike trips over his shoelaces and falls down the steps in front of everyone.	embarrassed	





## 5.10 Sorry

Match the apology to the situation.

The box contains the following elements:

- Situation 1:** A woman with her arms crossed looks angry at a boy who has spilled paint on the floor. The boy is holding a paint can and has paint on his hands.
- Situation 2:** A teacher stands at a blackboard in a classroom. A girl is late, and another girl is helping her.
- Situation 3:** A boy is walking and has just spilled a bottle of water. He looks surprised.
- Situation 4:** A boy is sitting at a desk, looking at a piece of paper. Another boy is standing next to him, holding a piece of paper.

The speech bubbles contain the following apologies:

- Sorry, my hands are slippery.
- I'm so sorry. Please forgive me. I will help you fix it.
- Whoops, sorry! Let me help you tidy up.
- My apologies for being late – the car wouldn't start this morning, so we had to walk to school.

Green arrows indicate the following matches:

- Situation 1 (Spilled paint) matches: "I'm so sorry. Please forgive me. I will help you fix it."
- Situation 2 (Late to school) matches: "My apologies for being late – the car wouldn't start this morning, so we had to walk to school."
- Situation 3 (Spilled water) matches: "Whoops, sorry! Let me help you tidy up."
- Situation 4 (Paper on desk) matches: "Sorry, my hands are slippery."





# Overview and outline





## Overview Me In A Box Middle Childhood Integrated – Year 4

Content	If you're happy and you know it	Standing on my own two feet
	Health and Physical Education	
English: Writing		
English: Listening and Speaking		
The Arts		

Content	If you're happy and you know it	Standing on my own two feet
	<b>Health and Physical Education: Knowledge and Understandings</b>	
<b>Influences on identity</b>		
influences on self-esteem and how it impacts on behaviour		
identifying personal influences – friends, family and school		
<b>Resilience</b>		
self-esteem and self-care		
thinking optimistically		
strategies to minimise conflict		
managing conflict situations		
being assertive		

Content	If you're happy and you know it	Standing on my own two feet
	diffusing situations	
expressing a complaint or problem		
how to respond to risky situations		
<b>WELLNESS</b>		
<b>Social-emotional well-being</b>		
different types of relationships		
values and beliefs		
<b>Resources and consumer skills</b>		
sources of information relating to safety		
<b>Ways to keep healthier and safer</b>		
situations that can be identified as being risky		
strategies to enhance resilience		
rules, laws and policies to promote health-enhancing environments		
behaviours and situations that can be identified as potentially harmful, risky or hazardous		
appropriate behaviour in a hazardous situation		
<b>Learning physical activities</b>		
the importance of rules, etiquette, protocols and procedures		
<b>Managing emotions</b>		
proactive strategies to manage and cope with intense emotions		





Content		If you're happy and you know it	Standing on my own two feet
<b>LIFESTYLE CHOICES</b>			
<b>Understanding emotions</b>			
how to recognise the impact that our thoughts have on emotions and behaviours			
how to explain the way that parents can influence attitude and self-understanding			
how to identify self-attitudes, beliefs, capabilities and limitations			
<b>Managing emotions</b>			
how to focus on things that can be changed			
<b>WELLNESS</b>			
<b>Leading, initiating and facilitating</b>			
ways to help your friends when mistakes are made or when they are faced with a challenge			
<b>Health and Physical Education: Self-management Skills</b>			
<b>Reviewing the situation</b>			
how to take into account all elements when planning to make a decision			
strategies to deal with a problem			
<b>Deciding and acting</b>			
how to make decisions			
how to use assertiveness when taking action			
<b>Monitoring and evaluating</b>			
strategies to monitor actions and behaviours in an ongoing way			
<b>SAFETY</b>			
<b>Reviewing the situation</b>			
ways to identify risks in situations or environments			
how to consider the elements that could influence a decision			
strategies to deal with a problem			
ways to clarify the situation			
<b>Planning before deciding</b>			
ways to plan using all elements when making decisions			
strategies to protect an individual's rights.			
<b>Deciding and acting</b>			
how to consider all elements when deciding and acting			
how to be assertive and use protective behaviours when applying the decision-making model			
how to be assertive with peers			
<b>Communicating</b>			
ways to establish communication in small groups			
how to make clear statements and requests			
<b>Building and nurturing relationships</b>			
ways to show respect to people we know			
how to consider different factors when showing affection			
how to develop good friendships with friends, peers and family			





Content		If you're happy and you know it	Standing on my own two feet
<b>Preventing and managing conflict</b>			
how to speak assertively			
ways to identify the issue rather than the person			
how to accept the decision of others			
ways to negotiate with friends			
ways to respond to teasing			
<b>Cooperating and collaborating with peers</b>			
ways to cooperate with peers			
ways to deal with exclusion			
how to accept personal responsibility			
<b>English: Listening and Speaking</b>			
language features of different spoken texts, including using colloquial words and incomplete sentences when conversing with friends			
conversational skills including turn taking, confirmation, clarification and formulaic conversation starters and responses			
listening and speaking behaviours, including active listening and speaking with clarity			
nonverbal techniques (eg facial expressions) and spoken techniques (eg variation in pace) to enhance expression of ideas			
statements, questions and commands to generate and maintain discussions (eg 'That must have worried you.' 'How did you feel?' 'Go on.')			
<b>English: Writing</b>			
recount through personal letters			
writers explore their own ideas and feelings through the characters and situations they create			
particular adjectives and verbs to express ideas and information positively or negatively			
<b>The Arts: Creating Visual Arts</b>			
use techniques to record observed detail in a drawing			
ways to express personal responses to real experiences in visual artworks			
use self-reflection in the process of creating visual artworks			
how to make visual artworks for different purposes and audiences			



## Outline – Me In A Box Middle Childhood Integrated – Year 4

Total notional hours: 25

Durations: 12 hours and 30 minutes

If you're happy and you know it				
Health and Physical Education	English Writing	English Listening and Speaking	The Arts	Assessable Tasks
<p>Students will:</p> <ul style="list-style-type: none"> <li>list things they like about themselves</li> <li>explore feelings and emotions through various activities</li> <li>examine their own strengths and weaknesses</li> <li>examine emotions</li> <li>identify physical signs associated with feelings</li> <li>learn how to respond safely to intense feelings</li> <li>complete a 'feelings' continuum</li> <li>identify family relationships                             <ul style="list-style-type: none"> <li>- why I look the way I do</li> <li>- family history/family traits what are you/mum/dad good at?</li> <li>- family tree</li> <li>- influence of the family on self</li> <li>- who to turn to: the tree of trust.</li> </ul> </li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>compile a list of names/nouns about themselves</li> <li>examine adjectives describing themselves/feelings</li> <li>match synonyms for emotions</li> <li>write a 'feelings' poem</li> <li>compile a list of vocabulary to describe feelings and emotions</li> <li>survey others on qualities that are special about them (the student)</li> <li>write a diary.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>make a collection of items that make them feel happy</li> <li>prepare and record a short talk about the collection.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>make a 'Me' star with words or phrases that describe themselves</li> <li>observe expressions of emotion in a mirror</li> <li>construct a family tree</li> <li>prepare and record a short talk about the collection</li> <li>make a tree of trust.</li> </ul>	<p>Poem</p> <p>Photo and audio recordings</p> <p>Diary entries</p>





Standing on my own two feet				Duration: 12 hours and 30 minutes	
Health and Physical Education	English Writing	English Listening and Speaking	The Arts	Assessable Tasks	
<p>Students will:</p> <ul style="list-style-type: none"> <li>think about rules for behaviour at certain places, eg               <ul style="list-style-type: none"> <li>- at home</li> <li>- at the pool</li> <li>- at the supermarket</li> </ul> </li> <li>examine etiquette and using good manners</li> <li>identify appropriate behaviours and speech to use with certain audiences</li> <li>learn about giving and receiving compliments</li> <li>write a thank-you letter</li> <li>explore friendship – complete a Y-chart</li> <li>write a poem about a friend</li> <li>write a text about a friend</li> <li>identify how to make/approach friends, eg:               <ul style="list-style-type: none"> <li>- how to approach situations</li> <li>- problem-solving.</li> </ul> </li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>create a thank-you letter</li> <li>create an acrostic poem.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>act out situations (with finger puppets)</li> <li>examine speech and listening behaviours.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>make and use finger puppets to act out situations</li> <li>make a cartoon strip to illustrate solutions to a problem</li> <li>manners poster.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>construct a Movie Mirror and make a cartoon strip to illustrate a solution to a problem</li> <li>friendship poem.</li> </ul>	

