GLENMORE PARK LEARNING ALLIANCE

EARLY STAGE ONE

This Is Me

PERSONAL AND FAMILY HISTORIES

HISTORY UNIT
STAGE STATEMENT

By the end of Early Stage 1, students communicate stories of their own family heritage and the heritage of others. They identify similarities and differences between families and recognise how important family events are commemorated.

Students sequence familiar events in order and pose questions about their own and their family’s past. They identify and compare the features of objects from the past and the present. Students acquire information by direct observation, talking to others and by viewing, reading and/or listening to texts. Students relate a story about their past using a range of texts and language associated with time and change.

The following Cross-Curricular Priorities and General Capabilities are evident in the following unit:

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<th>CROSS-CURRICULUM PRIORITIES AND GENERAL CAPABILITIES</th>
<th>QUALITY TEACHING ELEMENTS</th>
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<td>- Aboriginal and Torres Strait Islander histories and cultures</td>
<td>Intellectual Quality</td>
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<td>- Asia and Australia’s engagement with Asia</td>
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<td>Narrative</td>
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NOTE

The differentiated activities in this unit are a set of possible learning opportunities to be taught at teacher discretion. This program is NOT designed to be taught in its entirety. It is anticipated that educators will select and teach only those activities pertaining to their students’ needs, interests and rate of learning with changes to school routine in consideration.
# This Is Me

## UNIT FOCUS

The unit “This is Me” provides students with the opportunity to learn about their own history and that of their family; this includes stories from a range of cultures and other parts of the world.

## DURATION

The students will engage in one hour of History a week for the duration of 5/6 weeks in completing this unit.

## BACKGROUND KNOWLEDGE

This unit provides opportunities to explore students’ lives and special characteristics. The unit focuses on students’ backgrounds, past experiences and memories, and on important people in their lives. It provides them with opportunities to compare themselves with others in their class and with people from different places and times.

## VOCABULARY

- family, brother, sister, extended family, family tree, difference/similar, Dreamtime, language, culture, celebration, origin, icon, symbols, common, community, roles.
## OUTCOMES

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<th>Personal and Family Histories</th>
<th>HTe-1</th>
<th>A student communicates stories of their own family heritage and the heritage of others.</th>
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<tr>
<td></td>
<td>HTe-2</td>
<td>A student demonstrates developing skills of historical inquiry and communication</td>
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## CONTENT OVERVIEW

### HISTORICAL CONCEPTS

Who the people in their family are, where they were born and raised and how they are related to each other

- Identify people in their immediate families and show relationships between family members.
- Discuss where members of their families were born and locate countries of origin of students' families in the class.
- Use a variety of sources including photographs or a treasured object from their homes, to recount stories about their families and discuss how sources are used to answer the question 'How do we know?'
- Discuss the significance of the chosen treasured object or photograph (it may be important or significant to themselves but not to others).
- Pose questions about another's object or photograph.

### HISTORICAL SKILLS

#### Comprehension: chronology, terms and concepts

Students:
- Respond by demonstrating active listening behaviour, through discussion and by recalling and retelling stories.
- Sequence familiar objects and events.
- Distinguish between the past, present and future.

#### Use of sources

Students:
- Explore and use a range of sources about the past.
- Identify and compare features of objects from the past and present.

#### Perspectives

Students:
- Explore a point of view.

#### Empathetic understanding

Students:
- Recognise differences and similarities between individuals and families in the past and present.
### FOCUS:

**HTe-1 A student communicates stories of their own family heritage and the heritage of others.**

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|         | Explore a point of view. Recognise differences and similarities between individuals and families in the past and present. Respond by demonstrating active listening behaviour, through discussion and by recalling and retelling stories. | **Ignition Activity: Exploring me through music and movement**  
- Students develop an awareness of their own body through movement, focusing on body parts through songs and games e.g. *Head, shoulders, knees and toes, Body talk* and *Simon says*.  
- Use a chant, e.g. ‘When I get mad I beat my drum’ from Vocal-Ease modules 1 & 2 to:  
  - experiment with making drumming sounds and echoing drum patterns  
  - tap the beat while listening to the chant  
  - teach the chant by imitation  
  - experiment with chanting in different ways (softly, loudly, in a squeaky voice and so on)  
  Each student creates their own version of the chant by varying the text and inventing actions. | Vocal - Ease Modules 1 & 2 |
|         | 2. **Activity: Our names: getting to know all class members**  
- Students sit in a circle and take turns to say their name (first name, family name and the name they may be known as). Ask students to think about what their preferred name is and why they prefer it. Take turns to say their name and something about themselves, e.g. I have 3 brothers and sisters; I like playing ... ; I am proud of ...  
- Continue with questions to encourage students to share some of their cultural background, their special abilities and desires.  
- Model a memory game with 5–6 students at a time. Taking turns around the circle, add each student’s name and something special about them e.g. Monica has a lovely smile, Jack helps people. Provide assistance where necessary.  
- Divide students into small groups to continue the game by themselves.  
  - Can be undertaken a number of times with different criteria. |
3. Activity: Read a story based on activities at school
   - e.g. The first day at school – Yvonne Jagtenberg, Our school fete – Louise Pfanner, I am too absolutely small for school – Lauren Child.
     - Students mime activities inspired by the story while classmates try to guess what they are doing.
     - Each student creates a movement sequence based on their mime. Develop the mime further by varying the tempo and size of the movement.

5. Worksheet: Specifically
   - All About Me (attached worksheet PDF)

EXTENSION

Activity: Modelling me
   - ‘Students model themselves using modelling clay. These models will provide an initial assessment of students’ current understanding of themselves.
   - Teachers can keep the models or take a photo for future reference. They will be used to compare with a model the students make at the end of the unit.

(Numeracy link: uses everyday language such as ‘round’ and curved’ when describing models)
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- Sound games:  
  - Chinese whispers  
  - kangaroo skippyroo - guess who’s speaking  
  - clapping games.  
- Action games:  
  - in a circle pass around a smile, a sad face, an angry face, etc  
  - wink murder.  
- Touch games:  
  - the train game - passing a squeeze  
  - Mexican wave.  
- Identification games:  
  - feely bag, smells, tastes.  

Awareness of food allergies is important.  
*Literacy link:* gives simple spoken descriptions of familiar objects focusing on appropriate naming and describing words) | Students birthdays.  
Outline of birthday graph. |
| HTe-2   | A student demonstrates developing skills of historical inquiry & communication. | **2. Activity: Our birthdays**  
Prepare an outline of a birthday graph. Give each student a card with their name.  
☐ Display a poster or read a story about a birthday or name day. Discuss:  
  - what is a birthday? What is a name day?  
  - why, how and when is it acknowledged?  
☐ Identify students’ birthdays and list on a calendar. Students sit in birthday month lines to model a graph.  
  - The teacher: asks students born in each month to stand up the students are counted  
  - The students:  
    - place their name card on the graph to represent their birthday month  
    - count to find the total for each month  
    - discuss the month with the most birthdays, how many more for one month than another month etc. If there is a month without any birthdays, introduce the concept of zero. *Numeracy link* |
• Students use the calendar to identify the day of the week on which their birthday occurs this year. *(Numeracy link)*

**Learning Maps:** Images or visuals are used to map out processes for learners to follow.

3. **Activity: Celebrations**

  - Students draw a picture of themselves to show how they celebrate a birthday in their family. Ask:
    - do you go out to a restaurant to celebrate?
    - do you celebrate with grandparents, aunts and uncles?
    - do you have a cake?
    - do you get presents?
    - do you have a party?
    - do you go out somewhere special?

  - Discuss special customs or traditions associated with a birthday.
  - Students present and briefly explain their drawing to the class. Note any particular cultural differences brought up during the students’ presentations. Include birthday cards, gifts/presents, special meals, traditional foods, cake, candles, clothing, games and other culturally specific examples. Share information, drawing attention to similarities and differences.
  - Share some oral stories of special birthdays that you, or your students, have attended e.g. a great grandparent turning 80/90/100. What was special about this celebration?

  - • Ask: what other special events do you celebrate? Discuss other celebrations inclusive of Christmas, Easter and other events with specific cultural or religious significance to students.

**Assorted images of celebrations throughout the world.**
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### 4. Activity: Personal characteristics
May be covered in several lessons throughout a day or week.
- Students look at themselves in the mirror to identify hair colour, length, style (straight, curly, spiked) and eye colour. Ask questions such as:
  - does everyone have the same type of hair?
  - how is each person’s hair different?
- Discuss similarities and differences between students. Students sit in rows according to a) hair colour b) eye colour. Discuss how the class might show this information e.g. have students stand in a line and represent this as a picture on the blackboard.
- As a class, construct graphs of a) hair colour and b) eye colour. Students can cut out coloured squares and glue onto a chart to make a data display.
- Discuss the results. Students interpret the results by identifying the most common and least common hair and eye colours and answer questions such as:
  - how many students have green eyes?
  - how many students have black hair? (Numeracy link)
  - Play a game with the class about common characteristics e.g.
    - stand up if you have brown hair
    - clap your hands if you have spiky hair
    - come out to the front if you have blue eyes.
- Discuss what the class has learnt so far:
  - does everyone in our class look the same?
  - why do you think we all look different?
  - are some people more alike than others?
  - what do you think our class would be like if we were all the same?
  - measure differences in students by having them compare height e.g. by standing back to back and length e.g. by comparing shoe size.
- Use word cards to substitute names and characteristics, adding colours and pictures to the cards to assist students.

Refer to *Teaching measurement, Early Stage 1* (DET) for lesson ideas.
5. Worksheet: Specifically

- All About Me (attached worksheet PDF)

**EXTENSION Activity: Self-portrait drawing**

- Students draw a self-portrait. A variety of media can be used e.g. pencil, coloured pencil, crayon, pen. The teacher notes how much detail the students include and what prior knowledge they have.
- Students compare and discuss their self-portraits and talk about features of their work (colour, shape, line, texture).
- Talking about portraits
- Investigate various portraits by artists e.g. image 13 Portrait in the mirror by Margaret Olley (http://www.artgallery.nsw.gov.au/collection/simple_search) from Enter Art image kit (DET), image 9, Woman at window by Ian Fairweather; image 13, Self-portrait by Kieran Hall from Beyond the Frame image kit (DET)
- Discuss:
  - who is an artist?
  - what is a portrait? What is a self-portrait?
  - the colours, shapes, lines, textures in each work
  - what’s the same or similar about each portrait? What’s different?
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- Play a game with the class about common characteristics e.g.
  - stand up if you have brown hair
  - clap your hands if you have spiky hair
  - come out to the front if you have blue eyes.

Model statements that compare students e.g. Julie and Jack are similar because they both have brown eyes. Julie and Jack are different because Julie has black hair and Jack has red hair. | Resources:
- The recording of My mob from the Big mob books for little fullas (BOS) is told in both English and Gumbaynggirr. |
| HTe-2 A student demonstrates developing skills of historical inquiry & communication. | Identify places in the community where a language other than English is used e.g. food outlets, restaurants, markets, travel agency. Identify some of the languages spoken in the families of class members. If no other languages are spoken then explain that languages other than English are sometimes spoken in peoples' homes. | 2. Activity: Specifically
- Identify places in the community where a language other than English is used e.g. food outlets, restaurants, markets, travel agency.
- Identify some of the languages spoken in the families of class members. If no other languages are spoken then explain that languages other than English are sometimes spoken in peoples' homes. | |
| | 3. Activity: Specifically
- Share a story that can be told in both English and another language e.g. the recording of My mob from the Big mob books for little fullas (BOS) is told in both English and Gumbaynggirr. If possible, ask a parent from a non English speaking background to tell the story My mob or a similar story in their own language and explain some of the family relationships common to their culture. Alternatively listen to some video recordings of Aboriginal and other cultural stories sourced from an internet video site.
- Collaborate with the local Indigenous community; consider telling stories through dance, movement and drama. | Story Sharing: Approaching learning through narrative. Personal narratives (stories) are central | |
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| HTe-2   | A student demonstrates developing skills of historical inquiry & communication. | 4. Activity: Specifically
   - **Dreaming stories**
     - Read some Dreaming stories written for young students, such as the Ashton Scholastic series edited by Pamela Lofts and written by various Aboriginal storytellers that are different to those that have not already been used. (These books, from Ashton Scholastic, are part of an Aboriginal and Torres Strait Islander resource pack for teachers)
     - Explain how story telling retains cultural traditions in different communities.
   
   **Story Sharing:** Approaching learning through narrative. Personal narratives (stories) are central
   
   5. Worksheet: Specifically
   - **All About Me** (attached worksheet PDF)
   
   **EXTENSION**
   
   Activity: Specifically
   - Share and discuss stories from the local community. These could be simple recounts of a particular event or a well known incident. Stories of particular people and their contribution to community and events could also be used. |
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<td>HTe-2</td>
<td>A student demonstrates developing skills of historical inquiry &amp; communication.</td>
<td>Use a variety of sources including photographs or a treasured object from their homes, to recount stories about their families and discuss how sources are used to answer the question ‘How do we know?’ Pose questions about another’s object or photograph. Sequence familiar objects and events. Explore a point of view.</td>
<td>A variety of images of different activities</td>
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1. **Ignition Activity: Individual differences**
   - Ask: how are we different to each other? What would our world be like if we were all the same? What is special about being different?

2. **Activity: Read 'Clive eats alligators' by Alison Lester**
   - Discuss how we all have likes and dislikes. Brainstorm a list of likes and dislikes.
   - Ask question such as: do all people like the same thing? Why or why not? Are some of the things you like similar to others?

3. **Activity:**
   - Give students a variety of images of different activities. As a class, discuss each picture. Students sort activities into ones they like and ones they don’t like.

   **Learning Maps:** Images or visuals are used to map out processes for learners to follow.

   - Students draw a picture and explain orally or through writing what they like and what they don’t like.

   **Symbols and Images:** Using images, symbols and metaphors to understand concepts and content.

   *(Literacy link: describes a drawing or writes a short description, with teacher support.)*
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<td>My mob, from the Big mob books for little fullas (BOS). Assorted photographs of extended family members</td>
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<td>HTe-2 A student demonstrates developing skills of historical inquiry &amp; communication.</td>
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4. Activity: Me as part of my family

- Reread My mob, from the *Big mob books for little fullas* (BOS). Discuss: what is a family?
- Students bring photos of their family e.g. a recent family portrait that may include some extended family members, such as grandparents, aunts, uncles, cousins. Show them to the class in a discussion circle. Students talk about the family members in the photo.
- Display photos on a family wall. Who is important to students? Why? Ask students to find a family that is similar to their family and one that is different to their family. Discuss:
  - how many people are in your family?
  - do you have an extended family? (explain ‘extended’)
  - where did your family originally come from?
  - what does your family do together?

![Story Sharing: Approaching learning through narrative. Personal narratives (stories) are central](image)

**EXTENSION**

**Activity: Writing**

- Draw a family activity and write a sentence.
This Is Me

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- Ask students to talk about some things that they do together as a family e.g. we eat our meals together as a family. Talk about the roles each person plays in getting the meal ready.  
- Students role play or mime jobs or home duties that are carried out in their home. The class try to guess what the jobs are. | |
| HTe-2 A student demonstrates developing skills of historical inquiry & communication. | | 2. Activity:  
- Over a week as part of class news, students bring to school an item (clothes, artworks, food) related to their family background. Each student explains why the item is important in the family, who uses or wears it and how the person feels about it. Allow time for student to respond to questions and comments. | |
| | | 3. Activity:  
- Ask students to brainstorm the activities that their family likes to participate in. Ask students to identify the feelings that are associated with these activities e.g. I feel happy when we go on a picnic.  
- Students complete the sentence ‘My family makes me feel … when …’ and include a drawing or painting of that activity. | |
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|         | **4. Activity: Me as part of Australia** | | Large outline of Australia
|         | □ Discuss: where do we live? What country do we live in? | | Assorted symbols of Australia
|         | □ Ask: what (symbols) do people recognise as Australian? e.g. kangaroo, koala, wattle, didgeridoo, Harbour Bridge, Opera House, Australian flag. | | |
|         | □ Display a large outline map of Australia. Give students a strip of paper to write their name and decorate it with their own symbols of Australia. Students paste these onto the large outline map of Australia to show that we all live in Australia. | | |
|         | Refer to the [Discovering Democracy materials for images of Australian icons](#) | | |
|         | **5. Worksheet: Specifically** | | |
|         | □ | | |
|         | **EXTENSION** | | |
|         | **Activity:** | | |
|         | □ Teach students the words to ‘Advance Australia Fair’. | | |
## PROGRAM EVALUATION

### STUDENT ACHIEVEMENT

**Students at risk of failing:**

**Students in need of further extension:**

The students in ....

### RESOURCES

- Literary texts referred to in the unit including:
  - *Ernie dances to the didgeridoo, Tessa snaps snakes* and *Rosie sips spiders* by Alison Lester
  - *Vocal-Ease modules 1 and 2* (DET) (currently out of print; teachers’ book is available as a pdf on *arts action CD-ROM* [DET])
  - *Enter Art* image kit (DET) (currently out of print: information on images is available as a pdf on *arts action* CD-ROM)
  - *Beyond the Frame* image kit (DET)
  - *Big mob books for little fullas* (BOS) (currently out of print)
  - *Teaching measurement Early Stage 1 and Stage 1* (DET)
  - Collaborate with your teacher-librarian for teaching and resource support.

*Additional copies of these DET resources are available from DET sales at: https://www.det.nsw.edu.au/doingbusiness/product_service/schcurresourc e/index.htm*

### TIME ALLOCATION

### NOTES
FOLLOW UP