

Ready, set, go:

Rights and responsibilities

Strand

Culture and Identity
Systems, Resources and Power

Core learning outcomes

<i>Culture and Identity</i>	CI 1.2	Students observe and record examples of different perceptions of gender roles in various settings.
<i>Systems, Resources and Power</i>	SRP 1.1	Students identify how elements in their environment meet their needs and wants.
	SRP 1.3	Students monitor their personal abilities and limitations in cooperative work and play, to identify goals for social development.
	SRP 1.4	Students describe practices for fair, sustainable and peaceful ways of sharing and working in a familiar environment.

Purpose and overview

Activities assist students to consider the roles, rights and responsibilities of themselves and others when working and playing. Children's literature is used as a stimulus to encourage students to begin to explore and reflect on practices that promote fair, sustainable and peaceful ways of sharing and working. The 'Six Thinking Hats' strategy (De Bono 1992) is used to assist students to think about and act on their roles, rights and responsibilities. They investigate the purposes of rules in home, class, school and community settings.

Students explore the roles of community service workers and family members and observe examples of different perceptions of gender roles in negotiated playspaces. Students begin to challenge gender stereotypes through discussions and roleplay.

Students participate in cooperative activities and record their abilities and limitations on self-reflection worksheets in order to identify goals for social development.

Note: This module provides an overview of activities within each phase, rather than in-depth descriptions of activities as found in other modules developed for this level.



Phases	Activities	Core learning outcomes	Assessment opportunities
<p>1. Explore roles, rights and responsibilities in familiar settings</p>	<p>Students use White, Yellow and Black Hat thinking to explore the roles, rights and responsibilities of themselves and others. The picture book <i>Boss for a Week</i> is used to contextualise activities.</p>	<p>CI 1.2 SRP 1.1 SRP 1.4</p>	<p>Analysis of work samples: Students represent their perceptions about gender roles through self-selected media as evidence of demonstrations of CI 1.2.</p> <p>Observation and representations: Students use methods such as painting/drawing to record ideas about how elements in their environment meet their needs/wants as evidence of demonstrations of SRP 1.1. Students independently roleplay community service and/or family member work roles as possible evidence of demonstrations of CI 1.2.</p> <p>Work samples: Students represent their thoughts and ideas about the roles, rights and responsibilities of community service workers and others as evidence of demonstrations of CI 1.2 and SRP 1.1.</p>
<p>2. Locate, organise and consider roles, rights and responsibilities</p>	<p>Students describe their feelings about equitable and inequitable work and play practices (Red Hat thinking) and consider new ideas and possibilities (Green Hat thinking) when working with others.</p>	<p>CI 1.2 SRP 1.1 SRP 1.3 SRP 1.4</p>	<p>Cooperative activities: Students participate in the planning and organisation of cooperative activities as demonstrations of CI 1.2, SRP 1.1 and SRP 1.4.</p> <p>Discussions: Students describe fair, sustainable and peaceful ways of sharing and working during cooperative activities as demonstrations of SRP 1.4.</p> <p>Reflections on cooperation: Students complete a reflections sheet to monitor personal abilities and limitations and identify goals for social development as demonstrations of SRP 1.3.</p>
<p>3. Synthesise understandings about roles, rights and responsibilities through reflective activities</p>	<p>Using predominantly Blue Hat thinking skills, students synthesise their understandings about their roles, rights and responsibilities by reflecting on and analysing work practices during class activities.</p>	<p>SRP 1.1 SRP 1.3 SRP 1.4</p>	<p>Discussions/class meetings: During reflective activities, students identify how people and things meet their needs and wants as possible demonstrations of SRP 1.1. Students' responses that reveal reflections on their personal abilities and limitations in cooperative work and play and identification of goals for social development may provide evidence of demonstrations of SRP 1.3. Students share their ideas on how to help others solve problems as possible demonstrations of SRP 1.4.</p> <p>Self-reflection worksheet: Students use drawing and/or writing to reflect on their participation and cooperation in a class activity as demonstrations of SRP 1.1, SRP 1.3 and SRP 1.4.</p>

Examples of opportunities to gather evidence and make judgments			
<p>CI 1.2 Students observe and record examples of different perceptions of gender roles in various settings.</p>	<p>SRP 1.1 Students identify how elements in their environment meet their needs and wants.</p>	<p>SRP 1.3 Students monitor their personal abilities and limitations in cooperative work and play, to identify goals for social development.</p>	<p>SRP 1.4 Students describe practices for fair, sustainable and peaceful ways of sharing and working in a familiar environment.</p>
<p>Do students:</p> <ul style="list-style-type: none"> • share ideas, thoughts and feelings from observations about gender and roles in work and play situations? • talk about, reflect on and question gender stereotypes: <ul style="list-style-type: none"> – from discussions about <i>Boss for a Week</i> – from play and conversations – of home, school and community work roles? • represent ideas, thoughts and feelings about work roles of familiar people? • roleplay understandings about female and male roles that they have observed? 	<p>Do students:</p> <ul style="list-style-type: none"> • identify elements in familiar environments that meet their needs and wants? • describe feelings and thoughts associated with needs and wants being met — for example: <ul style="list-style-type: none"> – ‘When I am helped by my friend, I feel ...’ – ‘When I play with _____, I feel ...’? 	<p>Do students:</p> <ul style="list-style-type: none"> • talk about their abilities and limitations before and after activities? • identify what they and others are good at in group situations? • identify what they would like help with? • identify times when they received/gave help? • share feelings about their own abilities? • accept limitations? • know when and how to seek help? 	<p>Do students:</p> <ul style="list-style-type: none"> • explain rules and practices in familiar settings of home, school and community? • roleplay practices in playspaces? • negotiate class rules and consequences if rules are not followed? • discuss stories that describe how people share and work together (as in <i>Boss for a Week</i>)? • dramatically present solutions to problems in given real-life scenarios such as ‘What would happen if only one person decided on our community/class rules and consequences?’?

Assessment

The overview table provides examples of opportunities for gathering evidence and making judgments about students' demonstrations of core learning outcomes. When making an on-balance judgment about demonstrations of the learning outcomes, consider the points in the table 'Examples of opportunities to gather evidence and make judgments'. The assessment opportunities provided are neither exhaustive nor mandatory. For further information about making judgments, consult the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* and *Position and Guidelines on Assessment and Reporting for Years 1 to 10* on the Queensland School Curriculum Council website.

As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

Resource 1

When making judgments about demonstrations of learning outcomes, collect samples of students' work and annotate these samples by reflecting on anticipated evidence of demonstrations of learning outcomes. When using work sample analysis cover sheets (see Resource 1), consider recording the contexts in which learning occurred (for example, indoor/outdoor setting; whole class/small group/pair), students' verbalisations and actions where appropriate and any other specific details which may have had an impact on students' responses.

Using this module

Attributes of a lifelong learner

All core learning outcomes in key learning area syllabuses contribute to the development of the attributes of a lifelong learner. Activities in this module provide students with opportunities to develop as effective communicators, creative thinkers and active participants. Opportunities need to be provided for students to consider and reflect on their development of these attributes.

Cross-curricular priorities

Life skills are enhanced through exploration of the roles of students and others in different contexts. Students are assisted to become active participants in society as they develop understandings about issues involving social justice when relating to others. A futures perspective is incorporated to:

Support materials and references

... teach students to approach change flexibly, to help them deal with uncertainty, and to be proactive rather than reactive to change. This involves critical and reflective thinking, and recognising the contradictions between how the world is now and how we would like it to be. This kind of thinking needs to be combined with creative thinking to develop visions of more just and sustainable futures. (Gilbert 1996, p. 221)

'Six Thinking Hats' strategy Support materials and references

The 'Six Thinking Hats' strategy provides a variety of ways for students to think about problems, ideas and issues from different dimensions. Refer to publications by Edward de Bono for further information on using thinking hat activities in the classroom. The following table shows the relationship between the broad phases of inquiry in this module and the use of each thinking hat.

Phases of inquiry	Thinking Hat	Questions to assist scaffolding of thinking
Explore roles, rights and responsibilities in familiar settings	White Yellow Black	What are the facts? What are the good points? What is wrong with this?
Locate, organise and consider roles, rights and responsibilities	Red Green	How do I feel about this? What is possible? What new ideas could be considered?
Synthesise understandings about roles, rights and responsibilities through reflective activities	Blue	What thinking is needed? What is our next plan of action?

**Preparation
Support materials and references**

The picture book *Boss for a Week* by Libby Handy has been used as the main stimulus for activities. To aid students’ development of thinking hat and inquiry process skills, activities from each phase need to be implemented in the order presented. It will be necessary to use familiarisation activities to introduce each thinking hat before implementing this module (see de Bono’s teaching manual for further information about introductory thinking hat activities). When discussing and reflecting on a picture book, use selection and wearing of specific thinking hats to scaffold students’ responses. Students may make their own thinking hats (see de Bono’s teaching manual for templates or assist students to design and make their own). Hats can be used to focus thinking — for example, by asking students to wear a red hat when seated in a circle, thinking is centred around feelings, such as ‘How do you feel when you have a special job to do at home?’. If students’ responses display other types of thinking, hats can be switched.

Cooperative learning

Many of the activities promote cooperative learning. Cooperative learning is a teaching approach based on the premise that students learn most effectively when they have opportunities to share their ideas, brainstorm, discuss, question, choose, plan and contribute individually toward a common goal in the learning community. Students in early primary years do not automatically have cooperation skills, but require explicit teaching that uses modelling and scaffolding strategies to develop these skills. Maximising students’ interactions with each other enables them to develop active citizenship skills. Refer to *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* for further information about cooperative learning.

Background information

Terminology

In this module students may have opportunities to become familiar with and use the following terminology:

- | | | |
|--------------|------------------|----------|
| ability | goals | rights |
| activity | group | roles |
| behaviour | jobs | share |
| choices | needs | solution |
| consequences | peaceful | thinking |
| cooperation | problem | wants |
| fair | reflection | work |
| gender | responsibilities | |

School authority policies

Be aware of and observe school authority policies that may be relevant to this module. Assist students to become aware of the purposes of school and community rules when considering the rights and responsibilities of self and others.

Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- consider the roles, rights and responsibilities of self and others when working and playing in the familiar contexts of home and school
- begin to acknowledge, respect and value the diversity of opinions and ideas when problem solving in social situations
- begin to appreciate and show respect for a diversity of lifestyles
- consider, with assistance, representations of women and men, including stereotypes associated with gender roles.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers. It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Links

Studies of Society and Environment

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website at www.qscc.qld.edu.au for more information.

This module has conceptual and process links to the following modules:

- Level 1: *Growing and changing: Individual identity*
- Level 1: *Let's get together: Families and needs*
- Level 1: *Whistle while you work: Working together*
- Level 2: *Way to grow: Individual development*
- Level 2: *A patchwork of memories: Family diversity*
- Level 2: *Read all about it: Participating*
- Level 2: *The many faces of work: Work interdependence*
- Level 2: *Our faces: Belonging and identities in Australia.*

Other key learning areas

Activities may offer opportunities for planning across key learning areas. However, it is important that the integrity of the key concepts, the organising ideas and the processes within key learning areas is maintained.

SOSE Inquiry phases	Possible links to other key learning areas		
	English (in development)	Health and Physical Education	The Arts
<p>1. Explore roles, rights and responsibilities in familiar settings (CI 1.2, SRP 1.1 and SRP 1.4)</p>	<ul style="list-style-type: none"> Listen to, read and respond to the picture book <i>Boss for a Week</i>. Use roleplay in playspace to verbalise understandings of community service work roles. Write or have scribed ideas and thoughts about the roles, rights and responsibilities of community service workers. 	<ul style="list-style-type: none"> Identify the positive and negative consequences of choices students make about their actions/behaviour (EPD 1.2, EPD 1.4). Identify roles/rules/rights/responsibilities in <i>Boss for a Week</i> and those in students' familiar environments of home, school and community (PHIC 1.1, PHIC 1.2, EPD 1.4). 	<ul style="list-style-type: none"> Reflect on and use self-selected media to represent how rules meet students' needs to feel safe and happy (VA 1.1, VA 1.2, VA 1.3). Dress up and roleplay community service workers' roles and personal experiences in response to <i>Boss for a Week</i> and a visit from a community service worker (DR 1.1, DR 1.2, DR 1.3). Roleplay a playground game scenario (DR 1.1, DR 1.2, DR 1.3). Make a 'Six Thinking Hats' collection out of recyclable materials (VA 1.1, VA 1.2, VA 1.3).
<p>2. Locate, organise and consider roles, rights and responsibilities (CI 1.2, SRP 1.1, SRP 1.3, SRP 1.4)</p>	<ul style="list-style-type: none"> Listen to and speak about others' ideas and thoughts during discussions involving planning, organising and reflecting on cooperative activities and interviews. Listen to, read and respond to the picture book <i>Mr Nick's Knitting</i>. 	<ul style="list-style-type: none"> Plan, organise and reflect on cooperative activities (EPD 1.4). Discuss, describe and interview others about how elements in their environment meet their needs and wants (PHIC 1.3, PHIC 1.4 and PHIC 1.5). 	<ul style="list-style-type: none"> Participate in needlecraft/woodwork activities with parents/carers (VA 1.1, VA 1.2, VA 1.3).
<p>3. Synthesise understandings about roles, rights and responsibilities through reflective activities (SRP 1.1, SRP 1.3, SRP 1.4)</p>	<ul style="list-style-type: none"> Listen to and speak about others' ideas about how elements in their environment meet their needs and wants. Write and/or represent through drawing self-reflections on cooperation skills. 	<ul style="list-style-type: none"> Practise negotiation, mediation and other conflict-resolution skills in independent and teacher-directed situations (PHIC 1.1, EPD 1.4). Set and reflect on goals for personal improvement (EPD 1.1, EPD 1.4). 	<ul style="list-style-type: none"> Re-enact negotiation, mediation and other conflict resolution skills in independent and teacher-directed situations (DR 1.1, DR 1.2, DR 1.3).

Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

Activities

Phase 1 Explore roles, rights and responsibilities in familiar settings

Support materials and references

Core learning outcomes emphasis: CI 1.2, SRP 1.1, SRP 1.4

Students use White, Yellow and Black Hat thinking to explore the roles, rights and responsibilities of themselves and others. The picture book *Boss for a Week* is used to contextualise activities.

Use the picture book *Boss for a Week* to explore family rules and roles. The following activities may be modified or substituted according to students' needs and interests.

Activities

White Hat thinking — What are the facts?

- Read and discuss the story *Boss for a Week*. Assist students to list Caroline's desired rules at home. Ask students to represent each rule using self-selected media such as drawing, painting or construction. Working with a buddy, students sort, group and sequence rules.
- Ask students in small groups or pairs to sort, group and discuss Caroline's rules — for example, these rules are about mealtimes and these rules are about working and playing indoors. Emphasise that rules assist us to meet our needs to feel safe and be healthy and happy.
- Use events in *Boss for a Week* to discuss and compare who decides rules at home, how rules are decided and what happens if these rules are followed/not followed. Ask pairs of students to talk about and/or roleplay (with assistance) the rules their family may use at home or the rules at school.
- Use illustrations from the story to highlight gender roles in this story — for example, mother shopping, mother organising meals. Talk about Caroline's mother wearing an apron. Ask students whether other family members such as father may also wear an apron when cooking or doing carpentry. Encourage students to talk about gender roles in their family and assist them to become aware of the diverse and multiple roles of family members. Discuss roles observed in picture books such as *Where's Mum?* or *Mum Goes to Work* by Libby Gleeson to assist in challenging stereotypical views students may have about gender and work roles in families.
- Use *Boss for a Week* to discuss the concept of rights and responsibilities for each member of Caroline's family. Assist students to consider their rights and responsibilities in familiar contexts such as home, school and before/after school care. Ensure students understand that rights and responsibilities apply for everyone and may apply in more than one of these contexts — for example, we all have a right and a need to feel safe, happy, cared for and loved. We all have a responsibility to treat others kindly, look after our belongings, help others when possible and abide by community rules and laws so that we can live and work together peacefully.

Yellow Hat thinking — What are the good points?

- Using *Boss for a Week* as a stimulus, assist students to identify through discussion the positive consequences for Caroline and her family when following these rules. Ask students to consider how they think these rules may benefit Caroline and how observance of these rules would make Caroline feel.
- Ensure students understand that rules help ensure our needs relating to feeling safe and happy in different places are met. Discuss 'good points' about having rules to follow at home, school and in the community. Ask students to represent their thoughts and ideas on paper/card. Assemble pages to create a class big book with a title such as *Why we need rules*. Share and discuss the completed book and put it on display for students' and class visitors' independent reading.

Support materials and references

- Invite a member of a community service organisation such as the fire, police or ambulance service to visit the class. Encourage students to ask about the type of work, roles and responsibilities of such workers and how their work assists the community. (*Jobs People Do* by C. Maynard would be a useful stimulus for discussion about occupations. It uses pictures of boys and girls dressed up in clothing representative of their chosen occupations to illustrate gender-equitable practices in relation to work occupations.) During reflective discussion or recording through painting/drawing, assist students to understand the positive consequences of observing community rules relating to fire safety and to begin to consider their rights and responsibilities as active citizens and community members. Use this opportunity to reinforce gender equality of work roles — for example, women and men can train and carry out duties as firefighters and police personnel.
- Collaborate with students to set up a section of the classroom as a playspace that depicts a community service centre such as a fire or ambulance station. (See the Level 1 Studies of Society and Environment sourcebook modules *Whistle while you work: Working together* or *Our island dream: Futures study* and the *Years 1 to 10 The Arts Syllabus* for more information about organising playspaces.)

Encourage students to explore independently the roles of various community service personnel. Provide them with opportunities to roleplay their understandings of the positive roles community workers play in ensuring citizens' needs are met. Read other children's literature to enhance students' understandings of gender and work roles, and compare and contrast their own personal experiences in a family setting. A 'home corner' playspace may also be set up to encourage students to enact family member work roles. Where necessary, challenge students' stereotypical responses about gender and work roles, both informally and through group discussion.

Black Hat thinking — What is wrong with this?

- Referring to *Boss for a Week*, ask students what they think about Caroline's deciding on the house rules for one week and why they feel this way. Use a roleplay activity to reinforce the idea of what it would be like if only one person decided on the rules for a game. A playtime scenario could be used whereby invited students re-enact fair and unfair practices during a simulated game — for example, one person deciding on the game's rules, another person being excluded from the game and perhaps another class member acting as the 'mediator'. Encourage students to listen to each person and consider their needs and wants. Ask students to consider how working collaboratively, fairly and peacefully meets their needs and wants.

Support materials and references**Teaching considerations**

It is important that roleplays that involve reinforcement of social skills through enactment of equitable/inequitable practices are presented in a way that is non-threatening and builds on the 'culture' of a warm, supportive and trusting learning environment. A useful resource is *Friendly Kids, Friendly Classrooms: Teaching Social Skills and Confidence in the Classroom* by Helen McGrath and Shona Francey (1991). Of particular relevance are the sections on playing fairly, negotiating, making decisions in a group and respecting other people's opinions.

Possible assessment opportunities:

Analysis of work samples: Students represent their thoughts and ideas about the roles, rights and responsibilities of community service workers and others as evidence of demonstrations of CI 1.2 and SRP 1.1.

Observation and representations: Students use methods such as painting/drawing to record ideas about how elements in their environment meet their needs/wants as evidence of demonstrations of SRP 1.1. Students independently roleplay community service and/or family member work roles as possible evidence of demonstrations of CI 1.2.

Work samples: Students represent their thoughts and ideas about the roles, rights and responsibilities of community service workers and others as evidence of demonstrations of CI 1.2 and SRP 1.1.

Phase 2 **Locate, organise and consider roles, rights and responsibilities**

Core learning outcomes emphasis: CI 1.2, SRP 1.1, SRP 1.3, SRP 1.4.

Students describe their feelings about equitable and inequitable work and play practices (Red Hat thinking) and consider new ideas and possibilities (Green Hat thinking) when working with others.

Activities

Red Hat thinking — How do I feel about this?

- Revisit and discuss students' views on the roleplay activity and Caroline's deciding the rules in *Boss for a Week*. Ask students:
 - How do you think Caroline may have felt before and after she made up her own rules? Why?
 - How did you feel about not being asked your ideas about the rules for the game? Why?
 - How do you think your friends felt when playing the game?

Discuss issues of 'power' and their impact on others — for example, unequal sharing of ideas and resources when working and playing with others (SRP 1.1 and SRP 1.3).

- With students' assistance, organise cooperative class/group activities. Ensure everyone is involved in the planning, setting up and reflection. Introduce the concept of 'group consensus' by accepting and scribing each person's ideas and organising a class vote to select the most popular activities.

Encourage students to discuss how their needs and wants are being met and how they may monitor their own abilities and limitations through participation in these activities. For example — 'My friends help me with jobs I find difficult to do'. 'My parents/carers show they love me in lots of ways, including coming to school to share in school activities with me'.

Resource 2

- During reflective discussion, ask students to compare participation in activities when one person made all the decisions (such as the roleplay) with collaboratively decided class activities. Encourage students to share their ideas and feelings about their roles, rights and responsibilities in these activities. Encourage students to describe ways they can work together. Assist students to record their thoughts and feelings about their participation on a self-evaluation worksheet (Resource 2). Encourage students to reflect on their participation in cooperative activities, to assist their independent monitoring of personal abilities and limitations and goal-setting for social development.

Green Hat thinking — What is possible? What new ideas could be considered?

- Students discuss their own and others' roles, rights and responsibilities as members of different groups — for example, sporting clubs, hobby groups, neighbourhood groups.

Support materials and references

- Read and discuss the picture book *Mr Nick's Knitting*. Ask students their ideas and thoughts about the story. Challenge gender stereotypes about male work roles where necessary. Use students' shared personal experiences and those observed in the school community to highlight the diversity of male and female roles. Organise parents/carers or other community members to conduct activity sessions involving tasks such as needlecraft, cooking, woodwork and gardening that provide opportunities for all students to participate equitably. Ask students to record their reflections on these activities using self-selected media such as painting or collage.
- Use stimulus posters of children at work and play in school and community settings to review how rules help to ensure that needs relating to feeling safe and happy are met. As part of creating or reviewing a class set of rules, assist students to interview informally a school administration staff member or member of the student council about how and why the school rules are decided upon. Reflect on and compare the processes used to select the school and class rules.

Possible assessment opportunities:

Cooperative activities: Students participate in the planning and organisation of cooperative activities as demonstrations of CI 1.2, SRP 1.1 and SRP 1.4.

Interview: With assistance, students interview a member of the school administration or a student member of the school council to develop an appreciation of how and why their school rules were decided on as demonstrations of SRP 1.1 and SRP 1.4.

Discussions: Students describe fair, sustainable and peaceful ways of sharing and working during cooperative activities as demonstrations of SRP 1.4.

Reflections on cooperation: Students complete a reflections sheet to monitor personal abilities and limitations and identify goals for social development as demonstrations of SRP 1.3.

Phase 3 **Synthesise understandings about roles, rights and responsibilities through reflective activities**

Core learning outcomes emphasis: SRP 1.1, SRP 1.3, SRP 1.4

Using predominantly Blue Hat thinking skills, students synthesise their understandings about their roles, rights and responsibilities by reflecting on and analysing work practices during class activities.

Activities

Blue Hat thinking — What thinking is needed? What is our next plan of action?

- Assist students to use social skills and language of negotiation and mediation in their interactions with others when solving conflicts in work and play situations. During reflective discussions, ask students:
 - What are your rights in the playground? For example — We have a right to feel safe and happy. We have a right to enjoy friendships with others.
 - What are your playground responsibilities as an individual and as a group member? For example — We have a responsibility to behave fairly and considerately around others. We have a responsibility to follow rules that consider our needs and wants. We have a responsibility to treat others kindly.
 - What are your roles during playtime? For example — We may play in a group. We may read and play quiet games in the library. We may help with the school garden as members of the gardening club.
- Assist students to reflect on social skills including cooperation, negotiation and mediation by:
 - discussing and recording thoughts and feelings on a self-reflection worksheet (Resource 2). Use the work sample analysis cover sheet (Resource 1) to annotate students' verbal responses during the activity and/or 'one-on-one' consultation.
 - modelling the use of 'Six Thinking Hats' skills during 'class meeting' discussions about conflict resolution in response to work and play activities. Assist students to talk about their personal abilities, limitations and goals that may aid their social development. As students share their thoughts and feelings, encourage them to wear the appropriate hat for the type of thinking that is being used. For example:
 - 'Gemma is wearing the Red Thinking Hat. What type of thinking do you think she will be sharing?'
 - 'Quincy has just talked about how he could help Gemma remember to bring her hat to school each day. He is going to write a note for Gemma to help her remember. Quincy is using Green Hat Thinking'.
 - Soraya has just told us about a problem that she has been having when walking to school each morning. What types of thinking may be needed to help Soraya solve this problem?'

**Resources
1 and 2**

Teaching considerations

Class meetings encourage students to share their feelings and concerns and help them realise that their thoughts and fears are often shared by many others. This strategy also allows students to develop the skill of 'positive tracking' — identifying the aspects in a negative experience that could be positive. Assist students to identify lessons they may learn from making errors and having setbacks. For example, 'I forgot to take my school newsletter home so my Dad didn't know about the new time that school finishes. I have learnt that I need to do something to help me remember things — maybe ask my friend to remind me because she is good at remembering things.'

Possible assessment opportunities:

Discussions/class meetings: During reflective activities, students identify how people and things meet their needs and wants as possible demonstrations of SRP 1.1.

Students' responses that reveal reflections on their personal abilities and limitations in cooperative work and play and identification of goals for social development may provide evidence of demonstrations of SRP 1.3. Students share their ideas on how to help others solve problems as possible demonstrations of SRP 1.4.

Self-reflection worksheet: Students use drawing and/or writing to reflect on their participation and cooperation in a class activity as demonstrations of SRP 1.1, SRP 1.3 and SRP 1.4.

Work sample analysis cover sheet

Resource 1

<p>Work sample cover sheet for _____ (student's name)</p>	
<p>Date:</p>	<p>Task/activity name:</p>
<p>Relevant key learning area/s:</p>	
<p>Relevant learning outcomes:</p>	
<p>Description/context of task/activity:</p>	
<p>Student's comments/actions:</p>	
<p>Teacher's comments:</p>	
<p>Future actions:</p>	

Self-reflection worksheet

Resource 2

Reflections on my cooperation

Students record their reflections on their abilities and limitations in cooperative work and play activities to help them identify their goals for social development. This record may be completed independently by students or be completed as part of an informal conference when gathering evidence of demonstrations of SRP 1.3 and SRP 1.4.

<p>This is _____ (student's name)</p> <p>reflections record about working and playing cooperatively.</p>	<p>Today is _____</p> <p>Today's date is _____</p>	<p>This record is about my</p> <p><input type="checkbox"/> work or <input type="checkbox"/> play</p> <p>(colour which activity)</p>
<p>This is my drawing of the activity.</p> <div data-bbox="197 840 561 1234" style="border: 1px solid black; height: 176px; width: 228px;"></div>	<div data-bbox="614 730 979 1021" style="text-align: center;"> </div> <p>Finish drawing your face to show your feelings.</p> <p>This is how I felt before I joined in this activity.</p>	<p>This is how I felt after I joined in this activity.</p> <div data-bbox="1037 864 1406 1155" style="text-align: center;"> </div> <p>Finish drawing your face to show your feelings.</p>
<p>I was a cooperative friend because I</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">My picture</p> <div data-bbox="185 1603 572 1984" style="border: 1px solid black; height: 170px; width: 243px;"></div>	<div data-bbox="620 1279 984 1543" style="border: 1px solid black; height: 118px; width: 228px;"></div> <p style="text-align: center;">My picture</p> <p>I needed help to</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(friend's name) helped me.</p>	<p>Next time I will try to</p> <p>_____</p> <div data-bbox="1038 1431 1404 1742" style="border: 1px solid black; height: 139px; width: 229px;"></div> <p style="text-align: center;">My picture</p> <p>_____</p> <p>_____</p> <p>_____</p>

Support materials and references

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Kits (including audiovisual)

Handy, L. 1985, *Boss for a Week*, Ashton Scholastic, Auckland (book and audiocassette).

Websites

(All websites listed were accessed in April 2002.)

Edward de Bono's official website. www.edwdebono.aust.com/debono/home4a.htm

Links to associated 'Six Thinking Hats' websites.

Education Queensland, *Curriculum Exchange*.

www.education.qld.gov.au/tal/tips/hot_topics/01489.htm

A range of high-quality resources that support the use of 'Six Thinking Hats' across the curriculum.

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 Studies of Society and Environment Syllabus

Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines

Studies of Society and Environment Initial In-service Materials

ISBN 0 7345 2255 X

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Queensland Studies Authority, PO Box 307, Spring Hill, Q 4004, Australia
Ground Floor, 295 Ann Street, Brisbane

Telephone: (07) 3864 0299

Facsimile: (07) 3221 2553

Website: www.qsa.qld.edu.au

Email: inquiries@qsa.qld.edu.au
