

# Whistle while you work: Working together

## Strand

Culture and Identity  
Systems, Resources and Power

## Core learning outcomes

<i>Culture and Identity</i>	<b>CI 1.2</b>	Students observe and record examples of different perceptions of gender roles in various settings.
<i>Systems, Resources and Power</i>	<b>SRP 1.2</b>	Students create representations that identify and challenge stereotypes about work roles.
	<b>SRP 1.3</b>	Students monitor their personal abilities and limitations in cooperative work and play, to identify goals for social development.
	<b>SRP 1.4</b>	Students describe practices for fair, sustainable and peaceful ways of sharing and working in a familiar environment.
	<b>SRP 1.5</b>	Students discuss strategies that assist them to manage limiting situations.

## Purpose and overview

Students explore, investigate and reflect on their group work as individuals and group members through participation in cooperative work and play in different contexts.

Students reflect on fair, sustainable and peaceful ways of relating to others as they explore the attitudes and behaviours that help groups work. The processes of creating, communicating, participating and reflecting are practised through the use of real-life and lifelike tasks.

Students' perceptions of gender roles in various settings are discussed and roleplayed. Work-related stereotypes and the changed notions of women's and men's work are explored. The concept of equality is reinforced through everyday work tasks.

Students reflect on goals to aid their social development and record their ideas in a 'My Reflections' book. Students identify situations that limit them, and reflect on and share successful ways of managing such situations.



Phases	Activities	Core learning outcomes	Assessment opportunities
<b>1. Exploring</b> working and playing as a group	1. People I work and play with 2. Friendship groups 3. Why have groups? 4. Groups at school 5. Feathered families 6. Working and playing in my family 7. What makes groups work? 8. <i>The Pearl</i>	CI 1.2 SRP 1.2 SRP 1.3 SRP 1.4 SRP 1.5	<p><b>Focused analysis:</b> Students observe and record representations of thoughts and ideas relating to gender roles (Activity 1) as demonstrations of CI 1.2.</p> <p><b>Self-assessment record:</b> Students assess their own group work (Activity 4) as demonstrations of SRP 1.3.</p> <p><b>Verbal responses:</b> Students participate in the interactive strategy forced choices (Activity 5) as demonstrations of CI 1.2 and SRP 1.2.</p> <p><b>Verbal responses:</b> Students view/reflect on gender and work roles in the family setting (Activity 6) as demonstrations of CI 1.2 and SRP 1.2.</p> <p><b>Verbal responses:</b> Students reflect on and participate in class discussion/roleplay on limiting situations (Activity 8) as demonstrations of SRP 1.5.</p> <p><b>Observations:</b> Students participate in cooperative activities and shared discussion as demonstrations of SRP 1.2, SRP 1.3, SRP 1.4, SRP 1.5 and CI 1.2 (Resource 1).</p>
<b>2. Investigating</b> work roles	9. What's my job? 10. Two heads are better than one 11. What a dream of an idea! 12. On the set ... 13. My special relatives' visit	CI 1.2 SRP 1.2 SRP 1.3 SRP 1.4 SRP 1.5	<p><b>Self-assessment record:</b> Students assess their own group work skills (Activity 11) as demonstrations of SRP 1.3 (Resource 2).</p> <p><b>Anecdotal record:</b> Students use roleplay to explore their roles in a simulated workplace (Activity 12) as demonstrations of SRP 1.2 (Resource 1).</p> <p><b>Observations:</b> Continue to record students' demonstrations of understanding work roles and participation in cooperative activities for SRP 1.2, SRP 1.3, SRP 1.4, SRP 1.5 and CI 1.2.</p>
<b>3. Synthesising</b> by reflecting on work that I do with others	14. Let's work together 15. I'm here ... just ask me! 16. I think I can ... I think I can 17. We can work it out	SRP 1.2 SRP 1.3 SRP 1.4 SRP 1.5	<p><b>Verbal responses:</b> Students reflect on themselves at work (Activity 14) as demonstrations of SRP 1.2, SRP 1.3 and SRP 1.4.</p> <p><b>Verbal responses:</b> Students reflect on their abilities by acting as class tutors (Activity 15) as demonstrations of SRP 1.5 and SRP 1.3.</p> <p><b>'My Reflections' book:</b> Students reflect on/set goals for their social development (Activity 16) as demonstrations of SRP 1.3 and SRP 1.4.</p> <p><b>Observations:</b> Conclude recording observations of students' demonstrations of SRP 1.2, SRP 1.3, SRP 1.4 and SRP 1.5.</p>

## Assessment

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The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning 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.

### **Assessing learning outcomes at different levels**

Activities in this module are designed primarily for students working towards demonstrations of Level 1 learning outcomes. Assessment opportunities may need to be modified or created to enable students to demonstrate core learning outcomes before or after this level.

Assessment opportunities within these activities incorporate a range of observation strategies including:

- focused observations
- anecdotal observations
- reflection.

Observations could focus on the degree and nature of students' contributions to activities as well as on their ability to:

- contribute to discussions
- share personal opinions and ideas
- use non-judgmental language
- support and encourage others
- set personal goals
- negotiate
- cooperate
- stay on task
- reflect.

### **Resource 1**

The group work checklist may be used to record observations.

### **Student portfolios**

Annotated comments on work samples and group work checklists may be included in individual student portfolios as evidence of students' demonstrations of learning outcomes for this module.

## Using this module

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Due to the sequential development of group work concepts and skills, activities are to be used in the order presented. As these concepts and skills are practised in different contexts throughout the year, activities could be incorporated in weekly programming.

Activities emphasise learning by doing. By being actively involved in cooperative activities, students can develop the understandings, attitudes, skills and processes that underlie learning how to learn (metacognition). Procedures that support learning by doing include:

- framing questions
- gathering, recording and processing evidence
- evaluating and applying findings
- making decisions
- participating in social interaction in an informal manner
- reflecting on these actions.

Some activities require students to reflect on their participation in a variety of groups and to analyse how their behaviour and roles may differ in different groups. These groups may relate to:

- cultural identity
- educational needs
- environmental concerns
- family ties
- friendships
- hobbies
- location
- occupation
- religion
- social/political views
- sporting interests.

Many groups to which students belong are voluntary, such as friendship groups, and are flexible in their structure and organisation; others are socially constructed, such as family groups. The nature of the groups the students belong to will influence the role of the members.

Activities in this module provide opportunities for students to identify their values as they express personal opinions and respond to the opinions of others. Encourage students to express their views in a non-threatening, non-judgmental and supportive environment in which effective group processes are modelled. The key values of democratic process, social justice, ecological and economic sustainability and peace should be promoted through activities which enable students to:

- express their own views and opinions about what makes groups work
- listen to and respect the views of others while engaged in group discussion
- consider other points of view
- show tolerance and empathy towards other group members
- change views in light of new ideas and/or evidence.

#### **Work education**

Work education is an essential cross-curricular perspective with three interrelated components: learning for work, learning about work and understanding the nature of work. Group work dynamics explored in this module provide students with an initial focus on the nature of work and skills needed to participate effectively in cooperative settings. Work education is further explored in the Level 2 module *The many faces of work: Work interdependence*.

#### **Playspaces and dramatic play**

Play is widely recognised as being significant to the learning process throughout the early childhood years (up to around eight years). This module recognises the importance of play as a meaning-making activity and offers opportunities for both teacher-structured and child-structured dramatic play. Children are offered opportunities to explore a simulated workplace environment in a 'home corner' or playspace where they can create roles, relationships and stories independently.

The teacher's role within this playspace is to facilitate play that is generated by the children. 'Teacher-in-role' is the most appropriate approach to take when intervening in response to a player's request. Play opportunities need to be offered to all students, but not forced upon any. Encourage all students to be involved and provide support by modelling roles and involvement in play. Times available for play should not be allocated as part of a rotational set of activities, but should be offered as part of an elective time or during free choice activity time when students can participate in around 30 minutes of uninterrupted play time. Dramatic play is a highly collaborative activity, requiring high levels of cooperation and students should, where possible, be able to choose their co-players.

As play co-exists with other activities, students need to learn how to use their time enjoyably, without disrupting others. With students, decide on rules specific to the playspace. It is important that these rules ensure that the players consider the needs of others sharing the classroom, but that they are not so rigid as to destroy the chance for play to be enjoyable.

Other sourcebook modules that incorporate dramatic play as a focus include Studies of Society and Environment Level 1, *Our island dream: Futures study*, and The Arts Level 1, *The Dream-maker*.

#### **Cross-curricular priorities**

The real-life activities in this module promote the cross-curricular priorities of literacy, numeracy, lifeskills and a futures perspective. Lifeskills such as personal development and social, self-management and citizenship skills are promoted. These are meaningfully and contextually practised by students.

## Background information

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### Terminology

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

choice	investigation	project	roleplay
community	jobs	put-downs	roles
conclusions	members	recommendations	rules
cooperation	mime	recorder	sharing
goals	needs	reflect	stereotype
groups	observations	reporter	tasks
interview	occupation	responsibilities	tolerance
invent	plan	rights	work

### Definitions

The terms 'job' and 'role' need clarification to aid students' understanding and use of them. In this context, 'job' refers to a specific task or duty to be fulfilled during group work activities, such as reporter, recorder or presenter. The word 'role' in this context refers to the act of pretending to be someone other than oneself. For example, if the simulated workplace is a fishing boat hire stall, students may explore the roles of sailor, mechanic, shopkeeper and fisher.

### School authority policies

Be aware of and observe school authority policies that may be relevant to this module. When participating in activities that require students to be self-reflective it is essential that sensitivity is displayed to the reactions and responses of students. It is important that non-judgmental language is modelled and promoted. Students will need assistance to identify and challenge behaviours and attitudes that promote exclusivity and discourage cooperative behaviours. Encourage students to be critically reflective and not to feel judged or criticised for their views. Be aware of specific school policies in relation to:

- social justice
- equity
- inclusivity
- anti-discrimination.

### 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:

- identify fair and sustainable ways of working together
- identify and challenge limiting behaviours and attitudes
- work cooperatively
- respect the rights of others
- recognise and respect diversity
- consider others' viewpoints
- practise consensus and begin to resolve conflict effectively
- respect institutional procedures and rules
- acknowledge and celebrate achievements and progress of self and others.

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.

It is important to talk with parents/carers prior to commencement of this module to enable them to identify any culturally specific factors that may affect the student's view of the world.

As part of their investigation, students may need to access a variety of groups within the school and/or community. The purpose of the investigation is to help students clarify their understanding of effective group practices. If it is not possible to work with groups in the school, the module can be completed by working with small groups in the classroom or with groups in the community.

Some of the activities require a high degree of input to help students collate their observations and use these as evidence to support their conclusions. Individuals or small groups of students will need to be worked with at different times to discuss their findings. The degree of input required for other activities will depend on the amount of prior experience students have with group work.

### **Gender equity**

Some students may express challenging views and/or observations in relation to how groups are organised. It is important that students feel free to express their ideas and opinions without being judged, ignored or 'put-down'. The term 'put-down' may be used as developmentally appropriate language with young students and, in this module, is used to refer to unjust, unfair and inappropriate practices that threaten feelings of positive self-worth in individuals.

*Within an anti-bias approach to gender equity, some basic principles can be used to guide the specific plans made to challenge sexism within, and between, specific children. Broadly, these principles are:*

- *be prepared to challenge sexist attitudes and behaviours*
- *ensure that you protect the child or adult who has been treated unfairly*
- *explain what you think is unfair about their attitudes and behaviours and why; if appropriate, model anti-sexist attitudes and behaviours*
- *correct any incorrect and sexist assumptions a student has about gender*
- *plan a strategy for how to deal with a similar situation in the future.*

(Creaser, B. & Dau, E. 1995, *The Anti-Bias Approach in Early Childhood*, Longman Cheshire, Melbourne, pp. 62, 63)

**Support materials and references**

## **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](http://www.qscc.qld.edu.au) for more information.

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

- Level 1: *Ready, set, go: Rights and responsibilities*
- Level 2: *Read all about it: Participating*
- Level 2: *The many faces of work: Work interdependence*
- Level 3: *Cattle, gold and sugar cane: Working in the past*
- Level 3: *Belonging: Group belonging and perceptions.*

**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, organising ideas and processes within key learning areas is maintained.

	<b>Possible links to other key learning areas</b>			
<b>SOSE inquiry phases</b>	<b>Health and Physical Education</b>	<b>The Arts</b>	<b>English</b>	<b>Technology</b>
<b>Phase 1: Exploring</b> working and playing as a group	Explore relationships and memberships of different groups. Explore/identify cause/effect of behaviour and feelings when interacting with others.	Use self-selected/negotiated media to represent belonging to groups.	Listen and respond to stories that explore family roles. Explore using a variety of formats to represent/record ideas.	Experiment with play and drawings to communicate ideas.
<b>Phase 2: Investigating</b> work roles	Demonstrate speaking, listening, sharing and cooperation skills to interact effectively with others (use of roles in group work/cooperative activities).	Initiate and play role/s in response to real-life incidents — simulated workplace. Use simple props, objects, materials or costumes while in role. Take turns. Share ideas, feelings about the roleplay.	Use writing to communicate with others. Use speaking to communicate with others — group work in different contexts.	Design and make a model of a machine that does a useful work task. Express thoughts about own and others' designs. Select and use steps to carry out familiar tasks.
<b>Phase 3: Synthesising</b> by reflecting on work that I do with others	Identify and discuss behaviours that assist positive interactions with others. Students describe their needs and achievements to develop positive feelings about themselves.	Draw or create collage pictures of themselves at work.	Use speaking or written recording (self-assessment worksheet, 'My Reflections' book) to develop a personal action plan. View and discuss class-made resources.	View and assist with layout/presentation of information.

### **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 Exploring working and playing as a group

**Core learning outcomes emphasis: CI 1.2, SRP 1.2, SRP 1.3, SRP 1.4 and SRP 1.5**

Students explore working and playing as part of a variety of groups. Students listen to and discuss stories and situations that describe roles in different groups and contexts.

#### Preparation

If appropriate, collect images of students in a range of work situations such as independent, pair and group tasks, inside and outside activities and with and without adult or older assistance. These may be used for reflection and analysis during Phase 3.

#### Activity 1 People I work and play with

Discuss stimulus pictures, newspaper articles and children's picture books showing children and adults at work and play in different groups and contexts. Concepts of group membership to highlight during whole class discussion include:

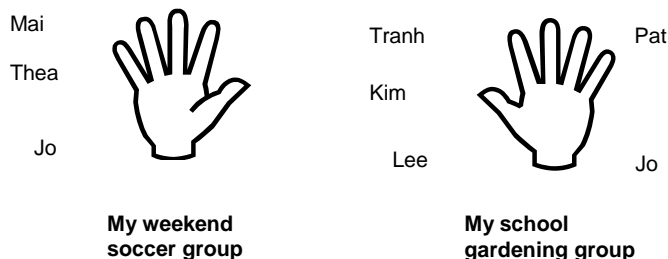
- similarities of activities of groups
- interests of groups — for example, sporting, hobbies.

Ask students to think about who they work and play with. Encourage students to discuss the role/purpose of work and play groups. Assist students to share their feelings about being a member of a group. Questions to aid discussion include:

- What groups are you part of at school?
- Why are you part of this group?
- What sorts of things do you do together?
- What do you like about being with others in a group?
- Can you be part of more than one group at a time?
- What do you like to do outside school time?
- Do you have any hobbies that you share with others? Which ones?
- What do you like to do on weekends?

After discussion, assist students to visually record their work and play groups. Students trace around their hand and write the names of/draw the members of a particular group they are part of inside/around the hand outline. Other hand outlines can be used to record members of different groups. With the assistance of peers, older school 'buddies', adult helpers or teacher aides, record the group name above or below each 'hand group'.

#### People I work and play with





**Support materials and references**

As students discuss work and play groups, use resources to discuss and challenge any gender inequality statements or practices. Real-life, everyday examples in printed media of people at work and play (for example, national and local sporting identities, boys auditioning for a ballet company or musical, and women in labour-intensive occupations) may help to dispel any gender stereotypes or biases. Children's books such as *Mr Nick's Knitting* by Margaret Wild and Dee Huxley and *Miranda the Castaway* by James Mayhew may enable students to create different perceptions of gender roles in various settings. Organise a class display that contains stories and news of gender equity practices in work and play settings for students to view and contribute to.

**Assessment**

This activity may provide opportunities to gather evidence of students' demonstrations of CI 1.2.

## Activity 2 Friendship groups

**Teaching considerations**

This activity aims to help students identify features such as shared interests, purposes and goals; negotiation; shared understandings; empathy and cooperation that contribute to the maintenance of friendship groups. A tape recorder to record student responses is needed.

**Support materials and references**

Use the simple narrative texts *Friends* and *The Friends Have a Visitor* by Helme Heine to assist students to identify features of friendship groups. Possible questions students may reflect on include:

- Why do you think the characters in the story are good friends?
- Why do friends do things together?
- Do friends always do the same things together? Why?

Ask students to reflect on their own friendship groups and identify what they do together — for example, play. Record responses on a tape recorder for students to reflect on later. Focus on development and description of practices for fair, sustainable and peaceful ways of sharing and working in friendship groups at school. Make a chart or mobile to record responses about features of friendship groups — for example:

- We all have a turn at making up games.
- We share the toys in the sandpit.
- We help our friends solve problems.

## Activity 3 Why have groups?

Use the stimulus pictures from Activity 1 to discuss what students think the purposes are of working in a group. Students' suggestions could be scribed and/or represented through drawing. Assist students to compare this information with the recorded responses about friendship groups' features from Activity 2. Focus discussion on identification of shared purposes that keep groups together. Questions include:

- What do the people in this group do?
- Why are these people members of this group?
- Do all the group's members do the same thing? Why?
- Do you think all the members get the same thing out of being part of the group? Why?

## Activity 4 Groups at school

Ask students to consider the different groups they belong to in the school or the community. Focus discussion on the purpose of and diversity among these groups and students' feelings about working and/or playing in class groups. Questions include:

- What different groups are within our school/community?
- Do groups within the school/community have a name? Why?
- Which of these groups do you belong to?
- What other groups are we members of?
- Are the groups you play/work in always the same? Why?
- What is our class group called?
- Why do we do things in groups in class/school?
- What groups do we have within our class?
- How did you feel when you joined this class/a new group?

- How do you feel about being in this class/group now?
- Did you know anyone in this class/group before you joined?
- Do you think it helped/would help if you knew some of the members before you joined the class/group?

**Assessment Resources 1 and 2**

Students complete a self-assessment record of their feelings about working in groups at school/in the community (Resource 2). Use Resource 1 to record observations of students' group work as evidence of SRP 1.3.

### Activity 5 Feathered families

**Support materials and references**

Read the story *Edwina the Emu* by Sheena Knowles. Ask questions about the roles of family members and what they do, including how they nurture and care for each other. Display sensitivity and awareness of the diversity of roles within families, both structurally and culturally. Possible questions include:

- What is the story about?
- Who are the main characters?
- Why did Edwina decide to find a job?
- What jobs did Edwina try? Why?
- How did Edwina feel at the beginning and the end of the story? Why?
- How did the people feel at the sight of Edwina?
- How do you think Edwina felt when she missed out on each job?
- How do you think Edward felt when Edwina was out working?
- How did Edward and Edwina feel when Edwina decided to return?
- What do you think Edward might do the next day?
- How would you feel about sharing the nesting job?
- Do humans share jobs like Edward and Edwina?

Assist students to participate in the cooperative strategy forced choices (Mannison, M. 1998, p. 36). Draw three large faces — one happy, one sad and one for unsure — and place them around the classroom. Pose a statement about the story and ask the students whether they agree or disagree with it. Students who agree with the statement go and stand by the happy face, students who disagree stand by the sad face and the undecided students stand by the unsure face. Assist students to share the reasons for their choices. Sample statements include:

- Edwina was selfish to want to leave the nest and go out to work.
- Edward had an easy job looking after the ten eggs.
- Edwina and Edward remind me of my mum and dad.
- Males shouldn't look after the babies.

**Assessment Resource 1**

Observation and recording of students' responses (Resource 1) may provide evidence of students' demonstrations of SRP 1.2 and CI 1.2.

### Activity 6 Working and playing in my family

**Support materials and references**

**Teaching considerations**

The set of stimulus posters titled *Multicultural Gender Equity* produced by Education Queensland or similar multicultural resources showing men and children engaged in a range of household activities such as mopping, sharing stories, folding clothes and changing a nappy will be needed. Sensitivity towards family and cultural diversity needs to be displayed and family, culture and gender stereotypes need to be challenged and discussed in a supportive, non-judgmental environment.

Use the stimulus posters to explore further the concept of roles within family groups and the sharing of roles between group members of either gender. Questions to aid discussion include:

- What can you see happening in this picture?
- Who is changing the baby's nappy?
- Who changes/would change the baby's nappies in your family?
- Who should fold the clothes?
- How would you feel if you had to do all these jobs on your own? Why?
- Which jobs will you do when you grow up?
- How do you think parents feel about doing these jobs? Why?
- Why do you think fathers enjoy looking after their children?

<b>Links to The Arts</b>	After discussion, assist students to reflect on and talk about work and gender roles in their family settings. Through a variety of self-selected media such as painting, collage, construction and roleplay, students create representations and make meaning of their experiences. Assist students to set up a suitable playspace for roleplay, which has a sense of 'home'. Props that students could bring from home include house and family memorabilia.
<b>Assessment</b>	Evidence of demonstrations of CI 1.2, SRP 1.2 and SRP 1.4 may be gathered from students' observations and recordings of different perceptions of gender and work roles in the family setting.
<b>Support materials and references</b>	<p><b>Extension activity</b></p> <p>Read children's picture books that depict family work roles in diverse cultures and geographical locations. Discuss issues such as gender roles. Encourage students to talk about their own family experiences. Suggested picture books:</p> <ul style="list-style-type: none"> <li>– <i>Ayu and the Perfect Moon</i> by David Cox (Bali)</li> <li>– <i>Circus Girl</i> by Michael Garland (itinerant life)</li> <li>– <i>My Farm</i> by Alison Lester (Australian rural life)</li> <li>– <i>Pigs and Honey</i> by Jeanie Adams (Aurukun Aboriginal Community)</li> <li>– <i>Sione's Talo</i> by Lino Nelisi (South Pacific).</li> </ul>

### Activity 7 What makes groups work?

#### Teaching considerations

As with all brainstorming activities, it is important that all responses are recorded and students are encouraged to give their immediate responses to the topic. Take time after the brainstorming to review and evaluate ideas expressed.

#### Resources 1 and 3

Ask students to reflect on brainstorming activities and/or other group activities they have participated in. Encourage students to focus on what they did during the activity that enabled the group to achieve its goal/s. Use Resource 1 to guide the discussion. Explain that work behaviours will be observed during group work activities. Students will reflect on and share their feelings/ideas about their group work. Ask students to focus on behaviours observed and record them under the headings 'Sounds like' and 'Looks like' (see Resource 3). Questions include:

- When we work in groups, should everyone talk at once? Why?
- What do you do if someone says something you don't agree with?
- What if someone says something you think is silly?
- What do you do if you don't get a chance to say something?
- What if someone doesn't say anything?
- How can you tell if someone is waiting to take a turn?
- How do you know if someone is listening carefully?
- What would you say if you wanted to help someone join in?

Complete a T-chart that describes practices (behaviours) for fair, sustainable and peaceful ways of sharing and working together. Display this chart.

### Activity 8 The Pearl

#### Support materials and references

Read the story *The Pearl* by Helme Heine. Discuss the conflict in the story and the effect it had on the group of friends. Students may raise issues related to practising fair, sustainable and peaceful ways of sharing and working together or limiting how people work together. Labels and 'put-downs' need to be identified and challenged. Questions to aid discussion include:

- What did Beaver think might happen if his friends found out about the shell?
- Why did Beaver throw the shell back into the water?
- Could Beaver have done anything else with the shell? What?
- Is there another way he could keep the shell and keep his friends as well?

Present a range of scenarios that relate to limiting situations. Situations include:

- One member of the group wants to do something that the others don't want to do and begins to 'bully' the group.
- There are not enough paintbrushes for everyone who wants to paint so not everyone can 'join in'.

- Someone says they don't like someone else in this group.
- Two students want to read the same book.
- Someone uses 'put-downs' when talking to another group member.

Ask students to reflect on these scenarios and assist them to roleplay the potential conflict and suggest ways it could be resolved.

Brainstorm reasons why groups sometimes don't work. Sample questions include:

- Have you ever been in a group that you didn't like being in?
- Why didn't you like being in that group?
- How did it feel to be in that group?
- What did you do about how you felt?
- What could you do to change the situation?
- Who else could have helped?

**Assessment  
Resource 1**

Students may mention occasions when they felt they were not able to contribute because the group was dominated by one person or times when they were not sure what the group was supposed to do. Discuss ideas presented. Record evidence of demonstrations of SRP 1.5 (Resource 1).

## Phase 2 Investigating work roles

*Core learning outcomes emphasis: CI 1.2, SRP 1.2, SRP 1.3, SRP 1.4 and SRP 1.5*

Students investigate the concept of work within familiar groups and settings. Real-life activities include setting up a simulated work environment in the classroom and assisting in the planning and organisation of visits by students' relatives.

### Activity 9 What's my job?

**Teaching considerations**

When assigning jobs, take into account how much experience students have of working in groups. Jobs may be used in all group activities in this module and in other class group activities. Sets of badges that signify each job (identifying picture and name) could be prepared for this activity. Jobs should be regularly reassigned to enable students to experience a variety of roles and to encourage them to monitor their personal abilities and limitations and to identify goals for social development.

Encourage students to take on specific jobs to help develop their understanding of their personal abilities and limitations in cooperative work situations and to describe ways of sharing and working together. Explain that they are going to work in small groups and that they will be assigned a job, such as:

- leader
- recorder
- observer
- reporter
- prompter
- timekeeper.

**Resource 3**

As students complete group activities, reassign jobs and debrief students. A simple group task may involve students 'telling their news'. One student is the *reporter* (telling news), another student writes a summary/draws a picture in response to this news (*recorder*) and a third student is the *prompter*, questioning the student about the news items and facts that may have been omitted (using who, what, where, when and why questions). Repeat this process so that all students have a turn at each job. Classroom helpers such as older students from a 'buddy class', older siblings, adult helpers and teacher aides may be needed to assist group organisation. If necessary, refer students to the group practices chart (Resource 3).

### Activity 10 Two heads are better than one

**Support  
materials and  
references**

Read the story *Cleversticks* by Bernard Ashley. Discuss and list the advantages of working in pairs to complete tasks — for example, it's a quicker way to solve problems and find solutions; it's more fun.

Encourage students to investigate working in pairs by participating in negotiated 'contract' activities such as:

- making something for a friend
- drawing/painting a picture or creating a collage
- listening to a story on tape/CD and acting out your favourite parts
- playing a maths game
- going on a shape search in the classroom
- using the computer.

On completion of activities, talk about the advantages and disadvantages of working in pairs and relate these responses back to *Cleversticks*. Assist students to create a class 'big book' called 'Working in Pairs' by representing cooperative activities through drawing or collage and writing captions for the pictures. Place the book in the class library for future reference when discussing cooperative work and play and ways of sharing and working together.

**Assessment  
Resources  
1 and 2**

This activity may provide evidence of students' demonstrations of SRP 1.4. Use Resource 2 to encourage students to consider and reflect on working in pairs. Responses may provide evidence of students' demonstrations of SRP 1.3.

### Activity 11 What a dream of an idea!

**Support  
materials and  
references**

Ask students if they have made things out of junk materials and, if so, what they have made and how they made these items. Introduce and read *The Man Who Loved Boxes* by Stephen Michael King. Assist students to compare this story with their own 'creating' experiences. Talk with students about something they could invent.

Set the context for learning by writing and distributing a design brief or by setting a design challenge — for example:

*There are many tasks that you have to carry out every day. Doing these tasks takes up time that you could spend playing, talking with friends or helping members of your family. Think about some of these tasks and why and how you do them.  
Design a product that would help you do a job more quickly and make a model of it.*

Look at a range of texts on constructing with different materials to assist students in the processes of designing and producing. To aid development of planning and organisation skills, encourage students to communicate their ideas through oral descriptions before and during the construction task. Evaluate and reflect on each stage through small group and whole class discussions.

With assistance from older students, such as a 'buddy class', ask students to write or scribe a name label for the machine and its parts. Display the machines for the school community. Name the display — for example, 'Dream machines that do our work'.

**Assessment  
Resource 2**

Use Resource 2 and ask students to consider and reflect on their work with their 'buddy'. This response may provide evidence of students' demonstrations of SRP 1.3.

### Activity 12 On the set ...

**Teaching considerations**

In this activity, students will create a simulated workplace in which they can independently roleplay work roles. Perceptions of gender roles and stereotypes about work roles may be challenged in a non-judgmental and non-threatening way through this exploratory roleplay. Prior to setting up this simulated work environment, consider the types of uniforms, equipment and safety rules that need to be discussed, negotiated and organised in collaboration with students and parents/carers.

Collaboratively decide with students on the type of workplace they wish to simulate — for example, an office, hairdressing/barber's salon, grocery store, mechanic's garage, fishing gear/boat hire stall or farm. Model a simple plan of the chosen workplace showing the area of the classroom to be used and any furniture and props required. Adult helpers may be able to assist with props and ideas. Using student suggestions, set up the workplace.

**Assessment Resource 1** Observation of students during this exploratory play may assist in gathering evidence of demonstrations of SRP 1.2, SRP 1.3, SRP 1.4, SRP 1.5 and CI 1.2.

### Activity 13 My special relatives' visit

#### Teaching considerations

This activity develops the work done in Activity 6 and investigates how roles within families change over time. Discussion could be focused on how gender roles have changed over time and how different social/cultural constraints may have influenced who does what. Where appropriate, students could ask their guests if there was anything they would like to have done but were not able to do. Organise for students' relatives (parents/carers, aunts/uncles and grandparents) to be invited to this special class event prior to this activity.

#### Support materials and references

Begin by reading two different books that describe work roles within families and/or depict occupations/interests/hobbies. Suitable books include *The Lighthouse Keeper* series by Ronda and David Armitage and *I Wanna Be Famous* by Bruce Whatley. Assist students to develop an awareness of roles within families and how roles have changed by participating in discussions with their visitors. Invite family members to talk about their roles. They could describe their roles as child, teenager, adult, parent and grandparent. They could also describe how their various roles came about and how they felt about taking on different roles. Discussion may also focus on visitors' occupations/hobbies/interests.

Assist students to record different perceptions of gender roles and create representations about work roles as demonstrations of CI 2.1 and SRP 1.2.

## Phase 3 Synthesising by reflecting on work that I do with others

**Core learning outcomes emphasis: SRP 1.2, SRP 1.3, SRP 1.4 and SRP 1.5**

Students reflect on and evaluate their participation and that of others in cooperative activities and work groups. Students decide on positive ways to improve cooperation with others.

### Activity 14 Let's work together

#### Teaching considerations

If you have collected videos or photographs of students at work and play, they may be used for student reflection.

Ask students to sit in a circle and pose the incomplete statement 'I am good at ...'. Students pass a large ball around the group. When they receive the ball they complete the statement. Repeat the exercise using the phrase 'I am not so good at ...'. Explain that everyone has abilities and limitations.

If appropriate, introduce the images of students at work and play or ask students to reflect on their group work. Reflective questions include:

- When do I work or play alone? Why?
- When do I work and/or play with a friend? Why?
- When do I work and/or play in a group or team? Why?
- How often do I work and/or play in a group? Why?

Help students to analyse their abilities and limitations — for example, in an art activity, some people find it hard to share paint. Ask students to consider:

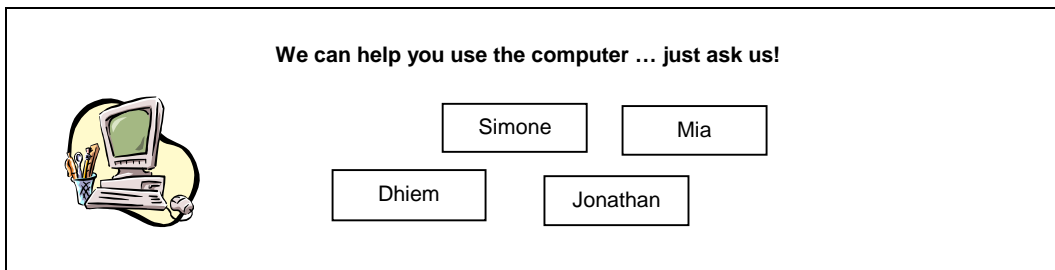
- Which jobs do you like/dislike doing? Why?
- Which jobs do you do well/not do well in a group? A pair? Alone? Why?
- Can boys and/or girls do the job?

**Resource 3** Revisit Resource 3. Add further practices for sharing and working. Students may illustrate this chart by drawing pictures of themselves at work.

**Assessment** Students' verbal responses may provide evidence of demonstrations of SRP 1.2, SRP 1.3 and SRP 1.4.

**Activity 15 I'm here ... just ask me!**

Assist students to create a number of charts that list the abilities of students. Begin each chart with a heading and illustration — for example, 'We can help you ...'. Abilities may include using computers, drawing, writing, spelling, reading and constructing. Ensure students write their names on at least one chart. Use these charts to assist students to develop self-reliance, independence and confidence.





**Assessment** Students' responses during this activity may provide evidence of demonstrations of SRP 1.3 and SRP 1.5.

**Activity 16 I think I can ... I think I can**

Organise a personal 'My Reflections' book to assist students to set and reflect on their goals for social development. Encourage students to reflect on goals, to monitor their personal abilities and limitations, and reflect on their practices for fair, sustainable and peaceful ways of sharing and working together. Students record their goals in their reflections books and discuss them in a 'one-to-one' conference.

This week my goal is to \_\_\_\_\_

This is how I feel about my work on last week's goal.  

Student feedback/Teacher comments: \_\_\_\_\_

**Assessment** Students' reflections may provide evidence of demonstrations of SRP 1.3 and SRP 1.4.

**Activity 17 We can work it out**

Reflect on discussions in previous activities about work roles, helping others and sharing and working together. During discussion, list ideas that could become a class guide or set of rules for cooperative work. Encourage students to consider these rules:

- How do we feel about this list of rules?
- Is there anything else that would make our classroom a happier place? Safer place? Kinder place?
- What do I need to do? (consider your actions towards others)
- How can I help a friend to be a more caring, hard-working class member?
- What things do we do well in our class? Why?
- Am I happy in our classroom? Why? Why not?

Use the charts developed in Activity 15 to assist students to reflect on how they may help others.

Assist students to complete a personalised reflection sheet to aid awareness of their abilities and limitations. Under the headings 'What I do well and 'What I need help to do', students draw/write their responses.

**Group work**

**Resource 1**

Collect evidence to make judgments about students' demonstrations of SRP 1.2, SRP 1.3, SRP 1.4 and SRP 1.5.

Student's name: \_\_\_\_\_

Class: \_\_\_\_\_

Group work	Date	Date	Date	Comments
Participates in group discussion				
Listens to other group members' views				
Demonstrates taking turns				
Shares resources				
Supports and encourages others				
Demonstrates compromise				
Understands the concept of own and others' abilities and limitations				
Uses appropriate language (courteous, non-racist, non-sexist, non-judgmental)				
Asks for assistance				


















## My feelings about working in groups

## Resource 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Look at the list below and colour the face that explains what you do when you work in a group.

	Yes	No	Not sure
I share my ideas and materials.			
I listen while others talk.			
I encourage others to 'have a go'.			
I stop 'put-downs'.			
I stay on task.			

**T-chart**

**Resource 3**

Looks like	Sounds like
<p><b>Listening to others:</b></p> <ul style="list-style-type: none"> <li>- looking at the person who is speaking</li> <li>- nodding</li> <li>- asking for more information</li> <li>- sitting in a circle so that we can all see each other</li> <li>- waiting until the other person has finished speaking</li> </ul>	<p><b>Saying encouraging things like:</b></p> <ul style="list-style-type: none"> <li>- 'I think so too.'</li> <li>- 'That is a great idea.'</li> <li>- 'So what you mean is ...'</li> </ul>
<p><b>Valuing what others have to say:</b></p> <ul style="list-style-type: none"> <li>- encouraging everyone to share their opinion</li> </ul>	<p><b>Saying encouraging things like:</b></p> <ul style="list-style-type: none"> <li>- 'What do you think?'</li> <li>- 'Do you think so too?'</li> <li>- 'Thank you for telling us ...'</li> </ul>

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***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***

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