

**Stage 6: To what extent did we achieve our purpose?**

*To what extent: were the purposes fulfilled; was the unit relevant, engaging, challenging and significant; were the resources adequate; were the concepts, skills and attitudes addressed?*

**Theme:** Who we are

**Unit Title:** Who am I?



**Focus:** PSPE

Discipline(s) to receive the major emphasis.

**Teacher(s):** \_\_\_\_\_ **Level:** 3–4 years **Proposed duration:** all year

**School:** \_\_\_\_\_

**Stage 1: What is our purpose?**

*A concise description of the central idea to be addressed, and the scope of the inquiry.*

**Central idea:** Every day I can learn more about who I am and what I can do.

**An inquiry into:**

- my physical characteristics
- what I can do
- my feelings, likes and dislikes
- myself as part of my family
- how I am growing and changing.

**Stage 2: What resources will we use?**

*People, places, audio-visual materials, related literature, music, art, computer software, etc.*

**Books:**

- Bellows C. 1987. *Four fat rats*. MacMillan.  
Zolotow C. 1972. *William's doll*. Harper Collins.  
Ginsburg M. 1975. *Two greedy bears*. MacMillan.  
Goode D. 1991. *Where's our mama?* Dutton.  
Guarino D. 1989. *Is your mama a llama?* Scholastic.  
Hoban R. 1993. *The Frances Books*. Harper Collins.  
Kindersley B & A. *Children Just Like Me*. DK Publishing.  
Scott A. 1990. *Grandmother's chair*. Houghton.  
Wood A. 1990. *Quick as a Cricket*. Child's Play.

**People:**

Parents, grandparents, caregivers, siblings, older children in school.

**Classroom:**

Mirrors, magnifying glasses, large rolls of paper to allow a full-length trace around each child, materials for collage and making puppets, for example, fabrics for clothes, shoes and hair, such as wool, raffia, vinyl, cardboard, etc.

### Stage 3: What do we want to learn?

The key questions which will drive the inquiry.

<b>Form</b> <i>What is it like?</i>	A	F	
<b>Function</b> <i>How does it work?</i>	B		
<b>Causation</b> <i>Why is it the way it is?</i>			
<b>Change</b> <i>How does it change?</i>	D		
<b>Connection</b> <i>How is it connected to other things?</i>	C		
<b>Perspective</b> <i>What are the points of view?</i>	E		
<b>Responsibility</b> <i>What is our responsibility?</i>	G		
<b>Reflection</b> <i>How do we know?</i>	H		

#### Teacher questions

Guiding questions to drive the inquiry:

- A. **What am I like?**  
(In what ways am I like others in my family/class?)
- B. **What can I do?**
- C. **How do I feel?**
- D. **What can I change myself into?**
- E. **What are my likes and dislikes?**  
(Does everyone like/dislike the same things? Do people always have to agree?)
- F. **What is my family like?**
- G. **How can I respect the needs of others in my class/family?**
- H. **How do I know I'm growing and changing?**

#### Children's inquiry

The teacher keeps anecdotal records of:

- what the children initially show interest in learning more about
- how the children initiate and extend their inquiry
- the degree to which their interest is sustained
- how their interests change as the unit progresses.

### Stage 4: How best will we learn?

Teacher- and/or student-designed activities which will address the key questions.

#### 1. Structuring the environment

The teacher supports inquiry and exploration by:

- providing space and a changing array of props and mirrors to enable children to see themselves and watch others as they transform themselves
- providing ample opportunities for physical play
- taking photographs of children engaged in many activities and displaying them in the classroom
- taking videos of children when they are involved in a variety of activities
- using photos, name tags and other symbols to identify children's personal spaces and belongings in the classroom
- providing an array of art materials so that the child can create self in many mediums
- organizing materials in the classroom so as to promote independence, self-direction and initiative.

#### 2. Leading/facilitating activities

The teacher supports inquiry and exploration by:

- requesting children bring in photos to enable them to share their family and cultural backgrounds and personal histories
- asking children to identify themselves in photos
- involving children in making self-portraits and describing self using photos and mirrors throughout the year
- encouraging children to create self using many different mediums, including life size, two-dimensional representation
- making a chart of everything we have two of
- making puppets of self to exchange identities with other children
- providing opportunities for children to test, record and reflect on their abilities, interests, wishes, likes and dislikes, and achievements over the year
- watching videos of classroom activities with children, identifying self and describing what they were doing at that time
- providing opportunities for children to identify their names, and to identify symbols, as an extension of self, in meaningful contexts
- encouraging children to select roles for themselves in socio-dramatic play or block play
- reading books about feelings including those of rejection and greed
- providing opportunities for children to compare their bodies with those of other animals so that they may record similarities and differences.

#### How will we take action?

How the students will demonstrate their ability to choose, act and reflect.

Children may choose to:

- look after new children who join the class during the year
- bring things from home to share with other children, for birthdays, special events
- invite their parents to school to see their work, class dramas, etc
- take responsibility for the class environment and its resources, as well as their own belongings.

### Stage 5: How will we know what we have learned?

The strategies which will be used to assess learning.

#### Pre-unit assessment

The teacher will keep anecdotal records on each child, in a variety of settings, for evidence of prior knowledge at the start of the unit, related to the inquiries listed in stage 1 of the planner.

#### Formative assessment

The teacher will record evidence of children's growth in the following areas in a variety of situations throughout the year.

*Self concept:* Showing self-confidence, self-direction, independence, initiative.

*Social skills:* Interacting with one or more children and with adults, participating in group activities, empathizing and caring for others, seeking adult help when appropriate, resolving conflicts.

*Communication skills:* Listening and speaking, recognizing symbols to represent self, recognizing connections between reading, writing and talking.

*Thinking skills:* Inquiring, seeking understanding about him/herself and others.

*Self-mangement skills:* Following classroom rules and routines, managing classroom resources productively, adapting to changes in routine, developing motor skills.

*Research skills:* Showing eagerness to learn, demonstrating acts of inquiry—planning, theorizing, looking for evidence, showing preferences in self-selected activities, developing an approach to task, being attentive and looking for solutions.

#### Summative assessment

The teacher will record evidence (anecdotal records, photos, videos, drawings, tape recordings, transcriptions) of each child's understanding of the central idea to compare with the evidence collected at the beginning of the unit. The teacher will be looking for an increase in knowledge related to the inquiries listed in stage 1 of the planner.

#### Student self-assessment

The teacher will provide opportunities for children to reflect throughout the year on their growth, abilities, interests, wishes, likes and dislikes, by looking at and discussing the work in their portfolios.