Key Question
How do I contribute to my learning community?

Through lines
Learning about and becoming ourselves
1. Each person is unique and there are many things that shape our identity as we change and grow.
2. We become increasingly resilient when we actively and positively manage ourselves and our responsibilities.
3. The way we see, think and feel about ourselves has an effect on the way we live, behave and relate to others.
4. We can take responsibility for our own physical, mental, social and emotional health and well-being, and contribute to that of others.

Learning about and living with others
1. The choices that we make affect ourselves and others.
2. We are part of communities that are interdependent.

Questions
1. What makes me unique? How can I feel happy and positive at school?
2. What contributions can I make to my school community?
3. What makes a good friend? How can I play and work in groups successfully?
4. What are my rights and responsibilities?
5. How do my actions and choices impact myself and others and the school community?

Understandings
1. We have similarities and differences that make us unique and valuable. Our self-image impacts on our friends, relationships and learning.
2. We belong and contribute to different groups in and out of school.
3. Working cooperatively with others helps us to learn.
4. I have rights and I am responsible for my own actions. There are actions I can take to work towards my full potential.
5. Our actions and choices have consequences and impact on others.

Thinking Skills: Brainstorming, questioning, sorting, observing, classifying, generalising, predicting, reflecting, sharing ideas, communicating, meta cognition (thinking about thinking), comparing and contrasting, listening, decision making and persistence.

Skills: Sharing, Organising, Reflecting, Negotiating, Active Listening, Self-Control and Optimism.

Action: Publishing and sharing Rights and Responsibilities with other teachers.
Getting ready for Celebration with parents and Team celebration.

AusVELS
Domain: Physical, Personal, and Social Learning
As students work towards the achievement of this standard, they identify the range of groups to which they, their family members and their class belong. They begin to appreciate the similarities and differences between individuals and groups, including the language, cultural and religious groups which make up the Australian nation. They explore the roles, rights and responsibilities of various family and community members. They discover why groups and communities have rules, begin to question rules which they believe are unfair, and make suggestions about improving the rules within the community. They begin to appreciate the common values important to groups and individuals; for example, fairness, tolerance, understanding and respect.

Interpersonal Development
As students work towards the achievement of this standard in Interpersonal Development, they interact with their peers, older and younger students and adults, in a range of contexts. With teacher support, students reflect on personal qualities which contribute to the development and maintenance of friendships. They begin to develop and exhibit appropriate behaviours for maintaining positive social relationships.