

# Community

## In Our Community



### Foundation

Your students will consider their place in their community. They will begin by making a box creation that represents themselves, and then an icy pole stick family portrait to represent their place in their family. Your students will present what they know about their family to the rest of the class and learn how families are different. They will learn about how to stay safe and how to ask for help in their classroom, school and in the community.

### Rationale

As members of a community, we need to be able to show respect, listen to and care for each other.

### Essential questions

- Who is in my family and how are families different?
- How can I be a good friend to people in my community?
- Who is in my school community and what are their roles?
- What other groups do people belong to in this community?
- How can I be safe and seek help at school or in an emergency?

### Glossary

caring, classroom, community, family, friendship, helping, kindness, listening, persisting, sharing, taking turns, using manners

### Rich assessment task

Your students will develop a rubric to help to look after their classroom book corner. They will also use a rubric to help them as they present what they know about their family to the rest of the class. At the end of the unit, your students will share what they have learnt with a visitor during the Celebration Circle. Students will move around six stations, sharing and explaining what they have learnt throughout the unit.

### Future action

Students will be able to develop and maintain friendships by helping and caring for other community members at school and at home. Students will persist when faced with difficult tasks and communicate with clarity and precision to ensure they are understood. They will understand how to stay safe and how and when to seek help. Students will appreciate the importance of being a good member of their community.