The ACT Heritage Library and Territory Records Office presents

My Personal World

Introduction

This unit draws on the history of our local region and allows children to make connections between what they learn in the classroom and the familiar city where they live. The Foundation history skills of questioning and researching are woven into the inquiry. It prompts students to reflect on and identify their unique personal world. This unit is designed using an inquiry model of thinking and learning. Tuning in, finding out, sorting out, going further, making conclusions and taking action. It is designed to cater for private, public and home school classrooms.

Teachers - read through the scope and sequence, look through the PowerPoint presentation and print out the workbook and assessment (per student) plus any additional resources. These resources have been created to extend each lesson if students move through the lesson quickly. They can also be used to cater for diversity and differentiation in the classroom. Hyperlinks to information in the PowerPoint have been designed to lead to further discussion and learning opportunities.

This unit of inquiry was designed by a Canberra teacher, for Canberra teachers.

What is included

Scope and sequence

PowerPoint presentation

Student workbook

Assessment ideas (3 options)

Additional resources

What you will need

A smartboard to present the PowerPoint presentation or computer (for homeschool students)

Smartboard pens to write down students' ideas or large paper and texter.

One printed workbook per student, lead and coloured pencils.

Additional resources printed (if required)

Scope (AC v9.0)

This unit is designed to support - AC9HSFK01

The people in their family, where they were born and raised, and how they are related to each other.

Elaborations (AC v9.0)

1. Discussing the members of a family (for example, mother, father, caregiver, sister, brother, grandparent, auntie, uncle, cousin) and acknowledging other varieties of kinship structure that may be represented in the cultural background of students (for example, cousin-brother and mother-auntie in First Nations Australian families)
2. Creating drawings of family members accompanied by information collected from questions and observations to share details of that person's life, including the places they were born and raised
3. Creating concept maps of their family with pictures or photographs to show connections to those people who make up their family

History - skills

questioning and researching

pose questions about familiar objects, people, places and events AC9HSF01

Australian Curriculum (version 9): Humanities and Social Sciences

The inquiry model is not linear, and this unit will require students to move backwards and forwards through the cycle. Families are dynamic and changing structures so it is important to highlight those families that are minorities or in a state of change and support students to see themselves in this learning. Inquiry questions have been developed to support the curriculum, but unique inquiry questions could be developed as a class to suit a particular focus. This unit can be delivered by a teacher or it can be given as a self-paced workbook with students accessing the PowerPoint through Google classrooms or home computer (for homeschool students). This flexible delivery and pace can assist students in supported learning environments.



Sequence

This learning sequence focuses on the following key inquiry questions:

- Who am I?
- Where do I live?
- Who is in my family?

Each lesson is designed to run for 30 - 45 mins. This unit can be modified over 6 - 8 weeks.

Week 1. **Tuning in (Pg 2 in workbook)** *History skill: questioning*

Slide 3 Introduce students to the 'tuning in' activity which supports students and teachers to discover what they already know about this topic. Teacher can model describing who they are, where they live and who is in their family and then students can turn and talk to each other or go around the circle to contribute their understanding of these 3 questions.

Slide 4 As a provocation to describing themselves and to increase students' ability to describe themselves, play a game of who am I.

Slide 5- Read through the words used to describe a person or create a word wall of your own words with mini pictures to support students understanding.

Complete page 2 in the workbook or write "I am _____" statements on a whiteboard or workbook. An additional resource has been created to help students with their writing, 'Who am I word sheet'.

Circle four words that describe the student.

Adjustment – Support non writers by writing their words on a whiteboard or inviting them to draw images to support their words

Week 2**. Finding out (Pg 3 in workbook)** *History skill: researching*

Slide 6- Teacher led discussion on ‘how to ask a question’. Words like who, what, where, when & why are often used.

Focus on the word ‘what’ for questions such as “what colour are my eyes?”, “What colour is my hair?”

Teacher models how to draw a whole-body self-portrait, paying attention to details such as hair, eye and clothing colours. Students are given time to draw a self-portrait of themselves. If you have small mirrors, that are shatterproof, they could be used to compliment this activity.

Time extension activity: Colour in the cover of the workbook

Week 3. **Tuning in - Finding out (Pg 4)** *History skill: Questioning and researching*

Slide 7- Explore the concept of where we live. Macro through to micro. Discuss some interesting locations and information about Canberra.

Slide 8- Discuss the features of a home and how important a home is to our safety and wellbeing. Teacher can model drawing their home and then students can draw their homes in their workbook.

Extension 1: Label parts of their home, such as ‘door’, ‘roof’

Extension 2: Write sentences about their home, ‘my door is green’

Week 4. **Finding out-** *History skill: Questioning and researching*

Slide 9- Develop some questions to ask families as a class, print them out and send home with each student or use the pre-designed questions included in the resource pack ‘Home research questions’

Activity: Discuss a bar graph and how it collects and displays information. Model a few examples.

Week 5. **Finding out – Sorting out (Pg 5)** *Cross Curricular Priority- First Nations histories*

Aboriginal and Torres Strait Islander histories and culture is a cross-curriculum priority. This is a good opportunity to explore First Nations Peoples' family structures and shelters.

Slides 10- 13- Slowly read through slides 10 -13, pausing to relate and find connections between First Nations families and culture and those represented in your classroom.

Slide 13 (Sorting out)– Use this as a provocation to discuss the unique family structures found in our community.

Activity: Discuss the community that surrounds First Nations families and how students in your class also have people that do not live in their home, that help them grow, learn and stay safe. Students draw a picture of this person or these people in their workbook.

Week 6. **Sorting out (Pg 6)**

Slide 13 - Re-visit the unique family structures found in our community.

Slide 14 – Allow students time to draw a picture of their family. This can include multiple homes and generations, if students wish.

Extension: Write the names of each person and describe them.

Week 7. **Going further/ Making conclusions**

Slide 15 – Students take turns sharing their results from asking their families questions about the place where they live. Create a bar graph to represent the results of one or all three questions using post-it notes or drawing on the smart board.

Week 8. **Taking action/ Reflection on learning**

Side 16- Use this lesson to recap what you have learnt during this inquiry and discuss what action you would take when visiting a special place in Canberra.

Sustainability is a cross-curricular priority. This can be discussed in relation to reusing a water bottle instead of buying drinks etc.

Assessment: (There are 3 different assessments to cater for diversity)

1. **Student workbooks -** could be used to gauge each student's understanding of this unit.
2. **Oral assessments -** could be conducted asking students, "Can you describe yourself?" "Where were you born?" "Who are the people in your family and what is their name?". Example "My mum's name is Jen"
3. **Digital technology**- Use the Chatterpix app to take a photo of something, add a mouth and have students narrate who am I statements about themselves. Example "I am tall, I have black hair, I play soccer, etc". Have other students guess who it is from the narration.

Additional resources –

- Colouring in pages – fine motor
- Unisex outline of a body – support for students with low fine motor skills
- Home research questions – or design your own
- Who am I word sheet – circle four words to support writing "I am _____" sheet.

This history unit of inquiry provides general information, which is offered for educational purposes only, and does not constitute professional, medical, legal, or advice of any kind.