

‘The Way to A’ Learning Sequence Plan

Overview

Application to the Australian Curriculum – General Capabilities

Personal and Social Capability

- Develop self-discipline and set goals, e.g. make a choice to participate in class activity and follow class routines to assist learning (end of Reception) and set goals in learning and personal organisation by completing tasks within a given time (end of Year 2).
- Work independently and show initiative, e.g. attempt tasks with support or independently (end of Reception) and work independently on routine tasks and experiment with strategies to complete other tasks (end of Year 2).
- Contribute to civil society, e.g. describe how they contribute to their classrooms (end of Year 2) and describing their role in completing class activities (end of Reception).
- Communicate effectively, e.g. respond to the feelings, needs and interest of others and encouraging others and listening to others’ ideas (end of Reception).
- Make decisions, e.g. identify options when making decisions to meet their needs and the needs of others (end of Reception).
- Develop leadership skills, e.g. identify ways to take responsibility for familiar tasks at school (end of Reception) and discuss ways in which they can take responsibility for their own actions (end of Year 2).

Ethical Understanding Capability

- Recognise ethical concepts, e.g. identify ethical concepts arising in familiar contexts, such as good and bad behaviours (end of Reception) and describe ethical concepts such as right and wrong and honesty (end of Year 2) and identify ethical concepts, such as respect, and describe some of their attributes (end of Year 4).
- Examine values, e.g. identify values that are important to them (end of Reception), discuss some agreed values in familiar contexts (end of Year 2), and identify and describe shared values in familiar and unfamiliar contexts (end of Year 4).

English

- Responding to literature, e.g. share feelings and thoughts about the events and characters in texts (Reception), and discuss characters and events in a range of literary texts and share personal responses to these texts (Year 1).
- Interpreting, analysing, evaluating, e.g. use comprehension strategies to understand and discuss texts listen to (Reception) and use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to (Year 1).

Teacher Resources

- The Way to A: Empowering Children with Autism Spectrum and Other Neurological Disorders to Monitor and Replace Aggression and Tantrum Behaviour (2006) by Hunter Manasco
- The Way to A book for students.
- Paper and pencils/textas.
- Reward system, e.g. pebbles in jar, chart.
- Children’s book, such as The Lorax by Dr. Seuss, The Rainbow Fish by Marcus Pfister and The Day the Crayons Quit by Drew Daywalt.

Learning Activities

<i>Teacher Activity</i>	<i>Student Activity</i>	<i>Time and Resources</i>
<ul style="list-style-type: none"> Read 'The Way to A' book for students. 	<ul style="list-style-type: none"> Listen to story. Whole class. 	<ul style="list-style-type: none"> 10 minutes. 'The Way to A' book for students.
<ul style="list-style-type: none"> Ask students for some examples of 'A' choices. Direct students to create a poster, either writing or drawing 2 'A' choices and 2 positive consequences of these. Could be modified so students could take photos on an iPad or camera role-playing an 'A' choice and the consequence. 	<ul style="list-style-type: none"> Suggest 'A' choices they might make at school. Create poster showing 2 'A' choices and the positive consequences of these. Independent or small group. 	<ul style="list-style-type: none"> 30 minutes. Paper. Pencils/textas.
<ul style="list-style-type: none"> Encourage discussion about a reward system for the class. The reward system can be a pebble in a jar, sticker on a chart or class points. Ask students what will happen when they reach so many points or the jar is full. Negotiate with students to agree on a reward, e.g. playground time, free time in class, extra computer time. Could vote on two or three to create democratic process. 	<ul style="list-style-type: none"> Share ideas and negotiate on reward system. Vote on reward system. Whole class discussion. 	<ul style="list-style-type: none"> 15 minutes. Reward system, e.g. pebbles, jar, chart.
<ul style="list-style-type: none"> Ask students for some examples of 'B' choices. Direct students to create a poster, either writing or drawing 2 'B' choices, and 2 negative consequences of these. Could be modified so students could take photos on an iPad or camera role-playing a 'B' choice and the consequence. 	<ul style="list-style-type: none"> Suggest 'B' choices they might make at school. Create poster showing 2 'B' choices and the negative consequences of these. Independent or small group. 	<ul style="list-style-type: none"> 30 minutes. Paper. Pencils/textas.
<ul style="list-style-type: none"> Share 'B' choices posters. Reflect with students about context – ask questions like 'what choice is yelling in the classroom, what choice is yelling out to the teacher to help you if you are hurt on the oval?' and 'what choice is interrupting/calling out, what choices is interrupting/calling out if someone is hurt and bleeding lots?' 	<ul style="list-style-type: none"> Participate in class discussion, answering the teacher's questions. Whole class discussion. 	<ul style="list-style-type: none"> 15 minutes.
<ul style="list-style-type: none"> Read picture book or other text. Ask students whether the character made an 'A' or 'B' choice and what the consequence was. If a 'B' choice, as how did/could the character fix it? 	<ul style="list-style-type: none"> Listen to the book. Share ideas. Whole class. 	<ul style="list-style-type: none"> Children's book, see teacher resources for suggestions.
<ul style="list-style-type: none"> Play game of Speed Choice with students. Ask all students to have a red and green pencil, textas or cards of paper. Give students a quick scenario such as 'kicking a ball' then get them to hold up the colour, matching an 'A' or 'B' choice. Make it more enjoyable by encouraging them to do it as fast as possible. 	<ul style="list-style-type: none"> Get a green and red pencil, textas or cards of paper. Answer scenario questions when teacher states them. 	<ul style="list-style-type: none"> Green and red pencils, textas or pieces of paper.