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Growing Up and Belonging - Year 2

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Teaching Growing Up and Belonging

Year 2 Health • Eight core lessons plus two optional extensions

Purpose and progression

Pupils explain qualities through fictional actions across time, then compare possible emotional responses using circumstances. They apply a familiar quality in a new role and choose a small support that can be checked. Year 2 reasoning goes beyond naming a quality or a feeling: every explanation needs an action or context clue.

Core route and assessment

Teach Lessons 1–6, rehearse with Kai in Lesson 7, and assess the new June profile using both assessment pages and the rubric. Lesson 8 transfers learning to Mira and completes any remaining conference. All essential teaching and assessment finish within Lessons 1–8. Lessons 9–10 are optional practice with their own complete plans and presentation files.

Access and participation

Read the cases aloud. Offer words, drawing, picture pointing, a communication device or an adult scribe. Allow rehearsal, additional processing time, one prompt at a time and a calm space. Supply an action choice and ask which clue supports it. Record the pupil's explanation faithfully. Access support does not lower the assessment judgement.

Respectful boundaries

Discuss the fictional characters; private or family story is never required. Do not compare appearance, maturity, popularity or developmental pace. Facial appearance does not prove a feeling. Mixed feelings, including mixed feelings, can fit when explained with clues. Do not diagnose or insist on one response. A pupil may observe rather than perform a role play.

Materials and organisation

Use the two displays, eight case cards on two sheets, three-page cooperative game, ten learning records and their red sample-answer companions. Keep answer pages with the teacher until feedback. The game has no timer or winner. Use familiar safe classroom materials for an optional model demonstration; pupils can discuss pictures instead.

Source and credits

Original fictional cases, explanations and images were created for this resource. General feelings guidance is grounded in Kids Helpline, yourtown: Helping kids identify and express feelings. No source artwork or page text is reproduced. Source: kidshelpline.com.au/parents/issues/helping-kids-identify-and-express-feelings/ (accessed 9 October 2026).

Presentation File Index

Open one complete presentation for each planned lesson. Each file has 11 slides: cover, explicit teaching and models, guided practice, application, checking, reflection and closing. The quiz is a separate 20-slide file.

Lesson 01: Identity over time — Core

Growing Up and Belonging - Year 2 - Lesson 01 - Presentation.pptx

Lesson 02: Qualities in context — Core

Growing Up and Belonging - Year 2 - Lesson 02 - Presentation.pptx

Lesson 03: People notice strengths — Core

Growing Up and Belonging - Year 2 - Lesson 03 - Presentation.pptx

Lesson 04: Situations shape feelings — Core

Growing Up and Belonging - Year 2 - Lesson 04 - Presentation.pptx

Lesson 05: Different people same event — Core

Growing Up and Belonging - Year 2 - Lesson 05 - Presentation.pptx

Lesson 06: Growing strategy — Core

Growing Up and Belonging - Year 2 - Lesson 06 - Presentation.pptx

Lesson 07: Identity-change as assessment — Core

Growing Up and Belonging - Year 2 - Lesson 07 - Presentation.pptx

Lesson 08: Transfer to new — Core

Growing Up and Belonging - Year 2 - Lesson 08 - Presentation.pptx

Lesson 09: A role in a fictional group — Optional

Growing Up and Belonging - Year 2 - Lesson 09 - Presentation.pptx

Lesson 10: A welcoming guide — Optional

Growing Up and Belonging - Year 2 - Lesson 10 - Presentation.pptx

Quiz: Growing Up and Belonging

Growing Up and Belonging - Year 2 - Quiz.pptx

Use the core route before optional extensions. The preview includes the complete Unit Plan, all ten presentations in lesson order, then the quiz.

Lesson 1: Identity over time

Core lesson

Duration: 50 minutes. Focus: Explain how a quality is shown in actions then and now.

Look for: A claim about a quality includes an action from each time and identifies what stayed the same.

Prepare: Lesson 01 presentation; D1, C1-C2, W01, pencils or communication pictures.

5 min — Recall and notice

Show C1 and C2 without naming a quality. Ask pupils to notice an action in each time and sort the two cards.

10 min — Explicit teaching

Define interest, quality and role with the Ren model. Think aloud: 'careful searching supports patience; finding shared pieces for another child supports helpfulness. Explain what stays and what changes.

15 min — Guided rehearsal

Pairs point to both action clues, then rehearse 'Ren may show ___ because ___.' Ask which action supports the claim. Separate quality from an appearance or popularity judgement.

10 min — Independent generation

Complete W01 using a chosen response mode. Require an action then, an action now, a supported quality and a justification of the changed helper role.

5 min — Feedback

Use W01 ANSWERS as sample reasoning. Accept another quality when the actions justify it. Ask a pupil to improve one claim with a clue.

5 min — Exit reflection

Ask: How can the same interest lead to a new role? Record one short explanation to revisit in Lesson 2.

Access: Read one prompt at a time; offer picture/action choices, rehearsal, extra thinking time, pointing, drawing, a device or a scribe. Use the same reasoning criteria. Extend by asking for another justified interpretation or a limit to the chosen support.

Lesson 2: Qualities in context

Core lesson

Duration: 50 minutes. Focus: Compare how the same quality can look different in two settings.

Look for: Recognises the setting and supports the same quality with different action evidence.

Prepare: Lesson 02 presentation; C2, C5-C6, W02, paper model materials for a brief optional demonstration.

5 min — Recall and notice

Retrieve Ren's shared-piece search from C2. Show C5-C6 and discuss Kai's model from a jigsaw puzzle.

10 min — Explicit teaching

Model patience in two settings. Ren takes time to search, Kai pauses after a fall, tries a wider base and asks for help. The action changes with the task, asking for help is a purposeful strategy.

15 min — Guided rehearsal

Partners sort the actions under Ren or Kai and explain why each fits its setting. A safe brief block demonstration is optional, picture discussion gives the same reasoning opportunity.

10 min — Independent action

Complete W02. Record the action for each character and explain how both could show patience while needing different next steps.

5 min — Feedback

Read a vague response such as 'Both are good.' Ask for the missing action and setting. Compare with W02 ANSWERS without requiring its exact words.

5 min — Exit reflection

Ask: Can one quality look different in two situations? Use both settings in the response.

Access: Read one prompt at a time; offer picture/action choices, rehearsal, extra thinking time, pointing, drawing, a device or a scribe. Use the same reasoning criteria. Extend by asking for another justified interpretation or a limit to the chosen support.

Lesson 3: People notice strengths

Core lesson

Duration: 50 minutes. Focus: Make a respectful observation about a quality using action evidence.

Look for: Names a quality using what a character does without judging body, popularity, speech or performance.

Prepare: Lesson 03 presentation; C3-C4, W03, picture choices for qualities and actions.

5 min — Recall and notice

Retrieve a supported observation from Lesson 2. Ask why an action clue is more useful than a popularity judgement.

10 min — Explicit teaching

Model Amira noticing exclusion and offering a role choice, then June sharing a bridge idea by pointing to a picture. Explain that people can contribute through different communication methods.

15 min — Guided rehearsal

Pairs rehearse 'I noticed ____; this may show ____ because ____.' Revise 'June is the best' into a precise observation. No pupil has to perform a spoken compliment.

10 min — Independent interpretation

Complete W03 with an action from each character. Improve the vague claim using June's picture idea as a guide.

5 min — Feedback

Check that comments refer to actions and avoid a rank, body comparison or assumption about confidence. Use W03 ANSWERS to discuss two possible qualities.

5 min — Exit reflection

Ask: What makes an observation respectful and useful? Record a clue-based statement about a fictional character.

Access: Read one prompt at a time; offer picture/action choices, rehearsal, extra thinking time, pointing, drawing, a device or a scribe. Use the same reasoning criteria. Extend by asking for another justified interpretation or a limit to the chosen support.

Lesson 4: Situations shape feelings

Core lesson

Duration: 50 minutes. Focus: Compare plausible feelings in surprise and prepared versions of an event.

Look for: Links circumstances and possible responses, including mixed feelings, without assuming appearance proves a feeling.

Prepare: Lesson 04 presentation; D2, C7-C8, W04, feelings and context pictures.

5 min — Recall and notice

Show C7–C8. Identify the sudden announcement, unknown plan, late information and option to watch the live puzzle group.

10 min — Explicit teaching

Use D2 to think aloud about context. Ren may feel worried about unfamiliar group and excited about puzzles together. A plan and choice may help readiness; they do not guarantee a feeling.

15 min — Guided rehearsal

Pairs choose two plausible responses and link each to a separate clue. Ask what changed between the situations, and whether another explanation could fit.

10 min — Independent preparation

Complete W04. Compare circumstances, possible feelings and how the plan or choice might help. Pupils may use the pictures and explain with a scribe.

5 min — Feedback

Invite another supported interpretation. Reject certainty based only on a drawn face. W04 ANSWERS as a sample, not a correct-feeling key.

5 min — Exit reflection

Ask: Which context clue mattered in your explanation? Keep the response tentative: may or might.

Access: Read one prompt at a time; offer picture/action choices, rehearsal, extra thinking time, pointing, drawing, a device or a scribe. Use the same reasoning criteria. Extend by asking for another justified interpretation or a limit to the chosen support.

Lesson 5: Different people same event

Core lesson

Duration: 50 minutes. Focus: Explain why two people may respond differently to the same event.

Look for: Explains two plausible responses with separate context clues and recognises another valid interpretation.

Prepare: Lesson 05 presentation; C7-C8, W05, G1, pictures for watching, choosing and asking.

5 min — Recall and notice

Recall why the same event can bring mixed feelings. Show the fictional Ren/June comparison on W05.

10 min — Explicit teaching

Model Ren knowing the puzzle routine while June has not seen the plan and wants a picture choice. Explain that familiarity, information and available choices can affect responses.

15 min — Guided rehearsal

Partners give a separate possible response and clue for each child. Rehearse 'Which choice would help?' instead of telling a person how they must feel. Introduce one G1 worked game turn.

10 min — Independent action

Complete W05. Compare each character's circumstances and propose a respectful question. Keep the discussion about the supplied fictional case.

5 min — Feedback

Check that the two clues are specific rather than 'everyone feels happy.' Use W05 ANSWERS and invite a different justified response.

5 min — Exit reflection

Ask: What could we ask before assuming how someone responds? Record one respectful question.

Access: Read one prompt at a time; offer picture/action choices, rehearsal, extra thinking time, pointing, drawing, a device or a scribe. Use the same reasoning criteria. Extend by asking for another justified interpretation or a limit to the chosen support.

Lesson 6: Growing strategy

Core lesson

Duration: 50 minutes. Focus: Choose a small support plan and explain how it may help a character.

Look for: Connects a quality, emotion and feasible support plan while keeping the outcome uncertain.

Prepare: Lesson 06 presentation; C5-C8, W06, role-choice and help pictures, G1.

5 min — Recall and notice

Sequence C5–C6. Recall Kai's pause, help request, wider base and partner support without calling this a guaranteed success.

10 min — Explicit teaching

Model a small support plan: ask a partner to steady the part, try a wider base, then check the model. Link persistence to actions and describe possible hope and frustration together.

15 min — Guided rehearsal

Pairs select a pause, picture plan, partner choice or help request for a case. Explain why it might help and how the character could check. Observing or pointing is an equal participation option.

10 min — Independent application

Complete W06 with a chosen strategy, a supported quality/feeling explanation and a check. A sample plot trial is optional; the written case remains sufficient.

5 min — Feedback

Ask what to do if the first support does not help. Compare W06 ANSWERS and keep the possibility of another idea open.

5 min — Exit reflection

Ask: How can we check a support without deciding another person's feeling for them?

Access: Read one prompt at a time; offer picture/action choices, rehearsal, extra thinking time, pointing, drawing, a device or a scribe. Use the same reasoning criteria. Extend by asking for another justified interpretation or a limit to the chosen support.

Lesson 7: Identity-change assessment

Core lesson

Duration: 50 minutes. Focus: Explain change in a character's qualities and compare emotional responses using evidence.

Look for: Shows both a quality/change explanation and an emotional comparison with relevant clues. Response mode and support access do not lower the judgement.

Prepare: Lesson 07 presentation; W07, A1-A2 and rubric, C1-C6 for retrieval only, picture choices, adult recording space.

5 min — Recall and notice

Use W07 to retrieve Kai's actions then and later. Remind pupils that the independent case will be different.

10 min — Explicit teaching

Model a brief Kai evidence explanation and an alternative possible feeling. Show the rubric criteria in plain language. Do not model answers to the June assessment before collecting evidence.

15 min — Guided rehearsal

Rehearse with W07: action/change, separate context clues, feasible support and another plausible response. Offer feedback on evidence, then set aside the Kai model and answer pages.

10 min — Independent action

Read both June assessment pages neutrally. Pupils complete the time comparison and two-score comparison using their chosen response mode. Record any independent evidence obtained; allow the task to continue in Lesson 8 if time is needed.

5 min — Feedback

Hold short evidence conferences: 'What action or context clue supports your idea?' Record the pupil's explanation and the support offered. Do not lead them to the red sample response.

5 min — Exit reflection

Invite a pupil to name a clue they used. Retain assessment work for rubric judgement and Lesson 8 completion; no essential criterion is deferred to an optional lesson.

Access: Read one prompt at a time; offer picture/action choices, rehearsal, extra thinking time, pointing, drawing, a device or a scribe. Use the same reasoning criteria. Extend by asking for another justified interpretation or a limit to the chosen support.

Lesson 8: Transfer to a new role

Core lesson

Duration: 50 minutes. Focus: Apply a familiar quality in a changed role and explain a possible limit.

Look for: Transfers a quality to a new setting, links feelings to context and explains that the chosen action may need checking.

Prepare: Lesson 08 presentation; W08, C3-C4, assessment rubric, small role pictures.

5 min — Recall and notice

Retrieve Amira's earlier role choice and June's picture contribution. Ask how a familiar quality could help in a new role.

10 min — Explicit teaching

Model Amira now welcoming a newcomer. Compare a sudden new welcome with a quiet plan and a choice. An inclusion action may help one person but needs checking with that person.

15 min — Guided rehearsal

Pairs rehearse offering a small role or waiting first, then asking which is useful. Pupils may point, draw or observe instead of acting. Explain why the same welcome can lead to different responses.

10 min — Independent application

Complete W08 and ask pupils to record June assessment or conference. Record transfer evidence: familiar quality, new action, context clue and a possible limitation. Finish all core evidence within this lesson.

5 min — Feedback

Judge the assessment using the four rubric criteria. Compare samples only after evidence is collected. Give one specific next step about an action clue, context link or support check.

5 min — Exit reflection

Ask: What would you check before deciding a welcome helps? Explain why an action may need adapting.

Access: Read one prompt at a time; offer picture/action choices, rehearsal, extra thinking time, pointing, drawing, a device or a scribe. Use the same reasoning criteria. Extend by asking for another justified interpretation or a limit to the chosen support.

Lesson 9: A new role in a fictional group

Optional extension — core assessment is already complete.

Duration: 50 minutes. Focus: Reinforce a quality and emotional comparison in a familiar group context.

Look for: Optional feedback only: connects the role change, action evidence and circumstances without adding an essential criterion.

Prepare: Lesson 09 presentation; W09, C1-C4, two fictional role scenes, drawing materials.

5 min — Recall and notice

Optional practice: retrieve Ren's puzzle-finder role and helpful actions. Explain that the core assessment is already complete.

10 min — Explicit teaching

Model the new materials-helper role. Compare an unexpected request with a clear picture routine. Helpfulness may stay while the action changes from finding pieces to checking supplies.

15 min — Guided rehearsal

Pairs propose two feasible helper actions and connect possible feelings to the two circumstances. Ask how Ren could check what the group needs.

10 min — Independent application

Complete W09 in a chosen response mode. Compare what stays, what changes and what support could make the routine clearer. No new essential assessment criterion is introduced.

5 min — Feedback

Use W09 ANSWERS as one supported interpretation. Ask for a different possible response with a clue; give formative feedback only.

5 min — Exit reflection

Ask: How can a familiar quality be used in another role? Record a short optional practice explanation.

Access: Read one prompt at a time; offer picture/action choices, rehearsal, extra thinking time, pointing, drawing, a device or a scribe. Use the same reasoning criteria. Extend by asking for another justified interpretation or a limit to the chosen support.

Lesson 10: A welcoming guide

Optional extension — core assessment is already complete.

Duration: 50 minutes. Focus: Reinforce belonging by designing and checking an optional fictional welcome guide.

Look for: Optional feedback only: a practical welcome action includes choice and a reason, without personal disclosure or a new assessed criterion.

Prepare: Lesson 10 presentation; W10, C3-C4, picture choices, paper and pencils.

5 min — Recall and notice

Optional practice: retrieve Amira offering choices and June using pictures. Confirm that the core assessment is complete.

10 min — Explicit teaching

Model a fictional welcome guide with a simple plan, two participants, choices and a way to ask for help. Explain why clear information may help but should be checked with the newcomer.

15 min — Guided rehearsal

Pairs rehearse a plan message, a choice message and a help message. One partner points to where each can be found. Spoken performance is optional.

10 min — Independent practice

Complete W10. Draw or write the guide messages and explain why one may help. A partner checks that both action choices and help are easy to find.

5 min — Feedback

Use W10 ANSWERS as an example, then revise an unclear message. Check usefulness rather than decoration or handwriting; feedback is formative only.

5 min — Exit reflection

Ask: How would you find out whether the guide helps? Explain one way to ask, wait and adapt.

Access: Read one prompt at a time; offer picture/action choices, rehearsal, extra thinking time, pointing, drawing, a device or a scribe. Use the same reasoning criteria. Extend by asking for another justified interpretation or a limit to the chosen support.

Game Teacher Key — Challenges 1–4

Use the three game pages with the eight case cards. Players discuss a challenge, point through the six-step mat, explain a clue, ask a respectful question and check the reason. Take turns, revise and continue; there is no timer, score or winner. Read aloud or use pictures, pointing or a scribe. Keep the cases fictional.

1 — Ren then and now (C1–C2)

Sample: Careful searching may show patience. Helping another child find shared pieces may show helpfulness. The puzzle interest stays; Ren's group-helper role changes. Ask: Which action is your clue? Accept another supported quality; reject a popularity or appearance claim.

2 — Patience in two settings (C2 and C6)

Sample: Ren takes time to search for shared pieces. Kai pauses, looks under base and asks a partner for help. Both can use patience, but a puzzle search and a juggling model need different actions. Ask: Why does that action fit this setting?

3 — A respectful observation (C3–C4)

Sample: Amira notices someone left out and offers a choice. Zine contributes a bridge idea using a picture. Thoughtfulness or cooperation can be shown when linked to those actions. Ask pupils to revise a vague remark into something the character actually did. Different communication methods can make a contribution.

4 — Changed circumstances (C7–C8)

Sample: The sudden unknown group may bring worry and excitement together. Seeing a plan and being able to work with it first may help Ren feel more ready, though worry could remain. Ask for a context clue for each scene and an alternative plausible response. Never use the drawing's face as proof.

Teacher checks

The reason must connect a claim to an action or circumstance. Use a prompt to repair missing evidence, then let the group revise. The examples above are samples, not a list of the only acceptable feelings.

Game Teacher Key — Challenges 5–8

5 — Mixed feelings in a new group

Sample: Ren may be excited about trying new puzzles and worried about unfamiliar people or an unknown routine at the same time. Ask: What clue supports each feeling? Another pair of feelings can fit if the group gives relevant reasons.

6 — Belonging and different interests

Sample: Belonging does not require everyone to give up different interests. A group can offer sorter, builder, picture-planner or observer choices and share a plan. Ask: How would you check that a choice is useful? Do not insist that everybody takes the same role.

7 — A small support for Kai (C5–C6)

Sample: A pause, a wider base or a partner steadying one part may help Kai try another strategy. This can show persistence with support. The model may still fall. Ask what Kai could check and what another next step might be. Support is an option, not a promise of success.

8 — A new materials-helper role

This is an original fictional extension. Sample: Ren's care in searching and helpfulness can be used to check supplies and ask what the group needs. A clear picture routine may make the new task more predictable. Ask whether the routine helps and allow Ren to request another choice.

Common teaching responses

"Everyone feels happy": ask which information or choices each character has.

"That face proves worry": ask for a circumstance from the written case.

"Helpful because you can": ask what the character did for another person.

"Help will fix everything": ask how the character would check and adapt.

Feedback and success

Celebrate a supported reason, a respectful question or a useful revision. Allow adults to read, record or point through the mat without supplying the reasoning. Pupils may observe, take a small role or use a calm space. No private story or body performance is needed.

Core Assessment — Teacher Guidance

Collect evidence in Lessons 7–8 after teaching the core. Use the two supplied June pages together, with the four-criterion rubric. The new June sequence extends the original picture-sharing case; it is an assessment example, not a personal questionnaire.

What each page asks

Change Over Time: identify one action then and now; explain a quality, a change in role and something that stayed. June shares a bridge picture idea, then helps organise a group picture plan and checks others' choices.

Compare and Apply: suggest a possible response and a separate context clue for sudden leadership without a known routine, and for a picture routine with a partner choice. Compare responses, justify another possibility, choose a feasible support and explain how to check it.

Administration

Read case wording and prompts neutrally. Offer spoken, drawn, written, picture, pointing, device or scribed responses, one prompt at a time and additional processing time. Preserve the pupil's explanation. Ask the conference question exactly: What action or context clue supports your idea? Do not supply quality, feeling or sample explanation before the evidence is collected.

Judgement

Understanding: quality and clarity grounded in actions.

Evidence: actions across time and a separate clue for each circumstance.

Explanation: possible responses linked to context; another plausible response at the transfer level.

Application: feasible support, reason, and a way to check or adapt.

Record evidence for each criterion independently using Developing, Sound or Transfer. Accents, support, handwriting, appearance, confidence and compliance do not determine achievement. No single feeling word is required.

Feedback and completion

Use the red companions only after collection as samples. Other action-based or context-supported explanations may fit. Give a next step such as adding an action clue or explaining how to check a support. Complete remaining conferences in Lesson 8. Optional Lessons 9–10 reinforce learning and contain no essential teaching or assessment.

Growing Up and Belonging - Key Ideas

Identity

Our interests, qualities and roles help make us who we are.



Growth

We can learn new skills and ways to respond.



Belonging

We can take part and be valued while keeping differences.



Change

A role or situation can become different over time.



Emotion

A feeling, such as worry, excitement or both together.



Support

People, choices and tools that may help us.



Fictional examples. People grow in different ways and at different times.

How We Explain Our Evidence

Question:

Can a new group bring worry and excitement together?



Evidence:

Ren wants to try new puzzles.
Ren does not know the group yet.



Explanation:

Ren might feel excited about the puzzles and worried about the new group.



A plan, a choice, or a trusted adult may help.
Other feelings can also fit when explained with a clue.



Fictional example.

I can choose to:



Start with a smaller puzzle.

or



Watch the group first.



Fictional Case Cards - Then and Now

C1 - Ren then:

Ren enjoys a puzzle and carefully searches for a missing piece.

Which action is a clue about a quality?



C2 - Ren now:

Later, Ren helps another child find shared puzzle pieces.

What changed?

What stayed the same?



C3 - Amira offers a choice:

Amira notices some blocks are left out and offers a choice of sorter or builder.

Which action helps belonging?



C4 - June shares an idea:

June points to a bridge picture. The group uses the idea in its plan.

How does June contribute?



Fictional Case Cards - Change and Feelings

C5 - Kai then:

Kai's model falls. Kai pauses and says, I need help. Which action could help the next step?



C6 - Kai later:

Kai tries a wider base and asks a partner to hold the pieces. What strategy changed?



C7 - Ren is surprised:

Ren suddenly learns about a larger new puzzle group. Ren has not seen the plan. Which feelings might fit, and why?



C8 - Ren has a plan:

Ren sees the new group's plan and can choose to watch first. What may change in Ren's response?



Feelings may differ. Explain a clue.

Choose, Explain and Check - How to Play

Players: 2-4. Use the case cards, board, challenge cards and teacher key.

1

Choose a challenge.

Read it together or ask an adult.



2

Point to a board step as you explain.



3

Give an action or context clue.

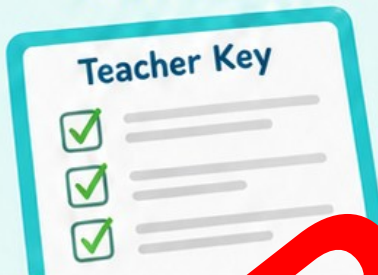
A partner asks one respectful question.



4

Check your reason with the teacher key.

Revise if needed.



5

Take turns

Use words, pictures, a gesture or a scribe.

There is no timer or winner.



words



pictures



a gesture



a scribe

Worked Example Challenge 1

Ren helps with shared pieces.

This may show helpfulness because another child can use the pieces.



Partner question:

Which action is your clue?



We discuss fictional characters.

No private story is needed.

No forced participation, touching or body performance.

Choose, Explain and Check - Discussion Mat

Start at Notice. Move together through all six steps.

1

Notice -

What happened?



2

Ask -

What is our question?



3

Compare -

What stayed or changed?



4

Explain -

Which clue supports it?



5

Apply -

What could help?



6

Reflect -

Could another answer fit?

What else might be true?



Use one challenge card. Everyone can point, speak, draw or use pictures. Take turns; no race.

Choose, Explain and Check - Challenges

Cut apart the cards. Choose a challenge. Explain your thinking and check with the teacher key.

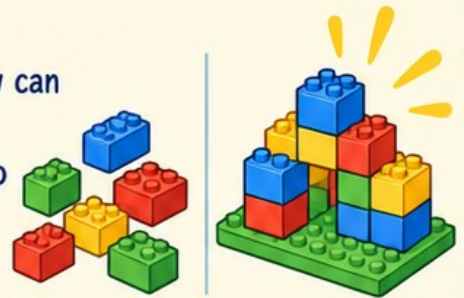
1

C1-C2: Explain one quality using Ren's actions then and now.



2

C2 and C6: How can patience look different in two settings?



3

C3-C4: Give one respectful action-based observation.



4

C7-C8: Compare possible feelings and consequences.



5

A new group: Can worry and excitement happen together? Explain.



Belonging: Must everyone give up different interests? Explain.



7

C5-C6: Choose a small support for Kai and say why it may help.



8

New role: Ren becomes a materials helper. What familiar quality could help? How could Ren check?



Different reasonable answers can fit. Check the reason with the teacher key.

Identity Over Time

Name: _____

Year 2

Ren enjoys puzzles.
Then Ren searches for a piece.
Now Ren helps another child
find shared pieces.



C1-C2. Fictional case. Use words, drawing, pictures, pointing or an adult scribe.

Notice: Draw or write one action then
and one action now.

Compare: What quality do these actions
show? What stayed the same?

Explain: How did Ren's role change?
Use an action clue.

Different supported explanations can fit.

Identity Over Time

Name: **ANSWERS**

Year 2

Ren enjoys puzzles.
Then Ren searches for a piece.
Now Ren helps another child
find shared pieces.



C1-C2. Fictional case. Use words, drawing, pictures, pointing or an adult scribe.

Notice: Draw or write one action then
and one action now.

Then: searches carefully

Now: helps find shared pieces.

Compare: What quality do these actions
show? What stayed the same?

Patience or helpfulness.

Ren still enjoys puzzles.

Explain: How did Ren's role change?
Use an action clue.

**Ren uses careful searching to help
another child.**

A new helper role develops.

Sample reasoning; other evidence-based answers may fit.

Different supported explanations can fit.

Qualities in Context

Name: _____

Year 2

Ren searches with another child. Kai pauses, tries a wider base and asks for help.



C2 and C6. Fictional cases. Use words, drawing, pictures, pointing or any other means to describe.

Notice: Record an action for Ren and an action for Kai.

Compare: How could both actions show patience?

Explain: Why do the actions fit the different settings?

Different supported explanations can fit.

Qualities in Context

Name: ANSWERS

Year 2

Ren searches with another child. Kai pauses, tries a wider base and asks for help.



C2 and C6. Fictional cases. Use words, drawing, pictures, pointing or any other means to describe.

Notice: Record an action for Ren and an action for Kai.

Ren searches carefully.

Kai pauses and asks for help.

Compare: How could both actions show patience?

Both take time for a useful next step.

Explain: Why do the actions fit the different settings?

A puzzle needs careful searching.

A falling model may need a new base and support.

Sample reasoning; other evidence-based answers may fit.

Different supported explanations can fit.

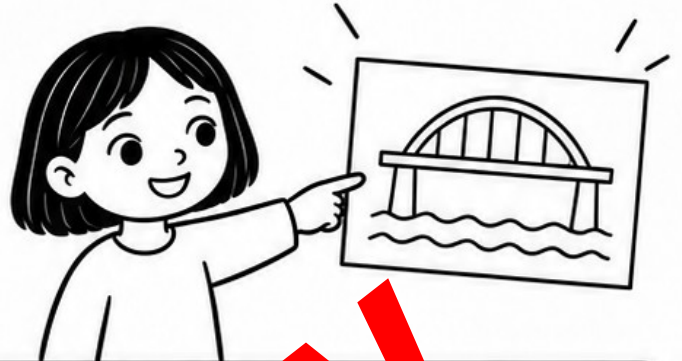
People Notice Strengths

Year 2

Name: _____

C3: Amira offers a choice of roles. C4: June shares a bridge picture idea.
Use words, drawing, pictures, pointing or an adult scribe.

Fictional cases.



Notice: Record one helpful action from each character.

Compare: Name a quality and give the action class.

Explain: Improve this claim:
June is the best.

Different supported explanations can fit.

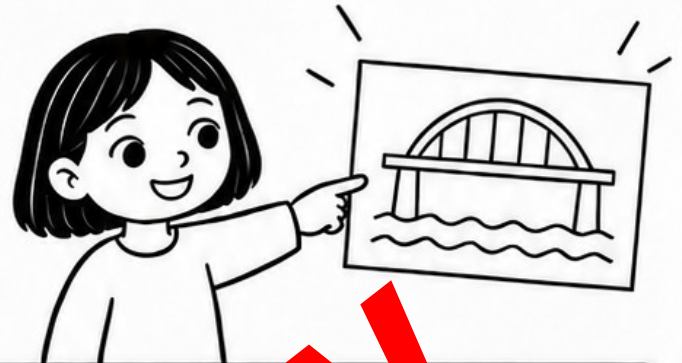
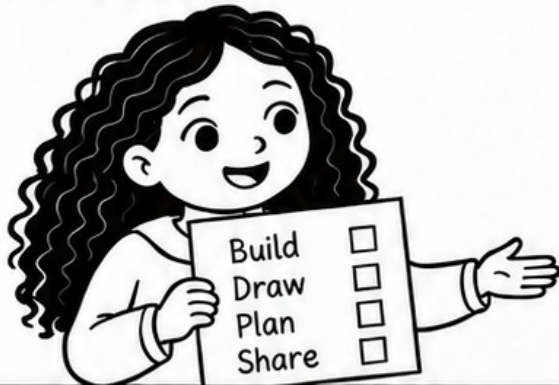
People Notice Strengths

Name: ANSWERS

Year 2

C3: Amira offers a choice of roles. C4: June shares a bridge picture idea.
Use words, drawing, pictures, pointing or an adult scribe.

Fictional cases.



Notice: Record one helpful action from each character.

Amira offers roles. June points to an idea.

Compare: Name a quality and give the action clue.

Amira may show thoughtfulness;
June may show creativity or
cooperation.

Explain: Improve this claim:
June is the best.

June contributes a bridge idea
using pictures. This is action
evidence, not a rank.

Sample reasoning; other evidence-based answers may fit.

Different supported explanations can fit.

Situations Shape Feelings

Name: _____

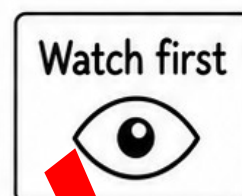
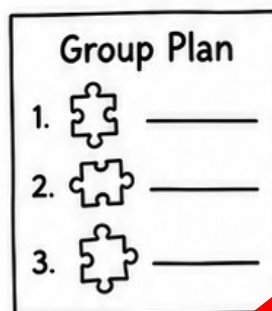
Year 2. Fictional cases.

Use words, drawing, pictures, pointing or an adult scribe.

C7: Ren hears about a new group suddenly.



C8: Ren sees a plan and can watch first.



Notice: What changed in the circumstances?

Compare: Record a possible feeling and a clue for each scene.

A large empty rectangular box with a single-lined border, intended for drawing or writing.

Explain: How might the plan or choice help? Could another feeling fit?

A large empty rectangular box with a single-lined border, intended for drawing or writing.

Different supported explanations can fit.

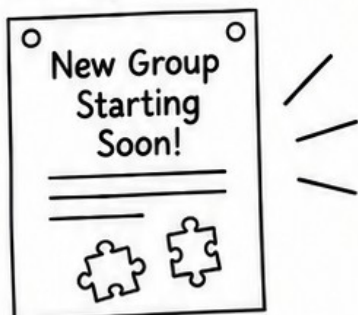
Situations Shape Feelings

Name: ANSWERS

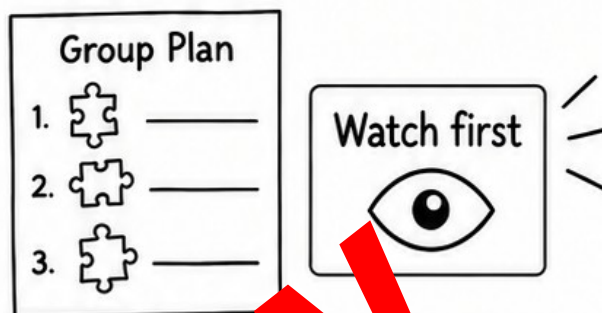
Year 2. Fictional cases.

Use words, drawing, pictures, pointing or an adult scribe.

C7: Ren hears about a new group suddenly.



C8: Ren sees a plan and can watch first.



Notice: What changed in the circumstances?

Ren has a plan and a choice in C8.

Compare: Record a possible feeling and a clue for each scene.

C7: worried because the group is unfamiliar;
also excited about puzzles.

C8: more ready because the plan is clear,
perhaps still worried.

Explain: How might the plan or choice help? Could another feeling fit?

The plan may make the routine predictable.
Other feelings fit with a clue.

Sample reasoning; other evidence-based answers may fit.

Different supported explanations can fit.

Name: _____

Year 2

Different People, Same Event

Fictional case. Fictional extension: Ren knows the puzzle routine.
June has not seen the plan and wants picture choices. Both join the same group.

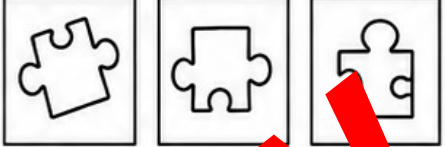
Use words, drawing, pictures, pointing or an adult scribe.

Ren
Knows the puzzle routine.

Group Plan

- ☐ 1. Sort pieces
- ☐ 2. Build the edges
- ☐ 3. Add the middle
- ☐ 4. Check and finish

June
Has not seen the plan
and wants picture choices.



Notice: Record a different context clue for each character.

Draw or add pictures:

Ren: _____

June: _____

Compare: Suggest a feeling for Ren and for June. Explain each.

Draw or add pictures:

Ren: _____

June: _____

Explain: Write a respectful question or useful support.

Draw or add pictures:

Ren: _____

June: _____

Different supported explanations can fit.

Name: ANSWERS

Year 2

Different People, Same Event

Fictional case. Fictional extension: Ren knows the puzzle routine.
June has not seen the plan and wants picture choices. Both join the same group.

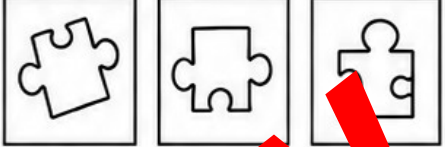
Use words, drawing, pictures, pointing or an adult scribe.

Ren
Knows the puzzle routine.

Group Plan

- ☐ 1. Sort pieces
- ☐ 2. Build the edges
- ☐ 3. Add the middle
- ☐ 4. Check and finish

June
Has not seen the plan
and wants picture choices.



Notice: Record a different context clue for each character.

Draw or add pictures:

Ren: Ren knows the routine.

June: June has not seen the plan.

Compare: Suggest a feeling for Ren and for June. Explain each.

Draw or add pictures:

Ren: Ren might feel excited about a family task.

June: June might feel unsure about a new plan, or curious.

Explain: Write a respectful question or useful support.

Draw or add pictures:

Ren: Would you like to see the plan or watch first? Offer picture choices.

June: Would you like to see the plan or watch first? Offer picture choices.

Sample reasoning; other evidence-based answers may fit.

Different supported explanations can fit.

A Growing Strategy

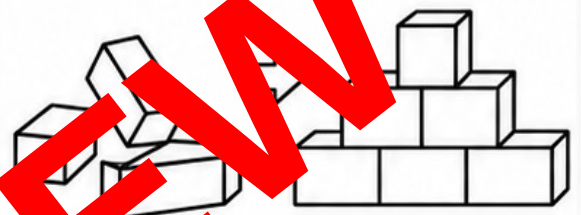
Name: _____

Year 2. Fictional case.

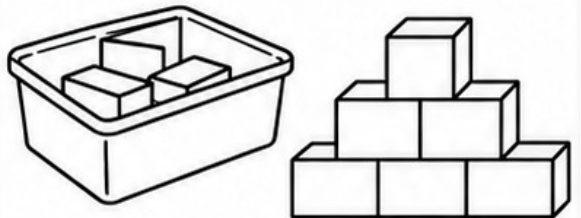
C5-C6: Kai's model fell. Kai now tries a wider base and asks a partner to hold the pieces.

Use words, drawing, pictures, pointing or an adult scribe.

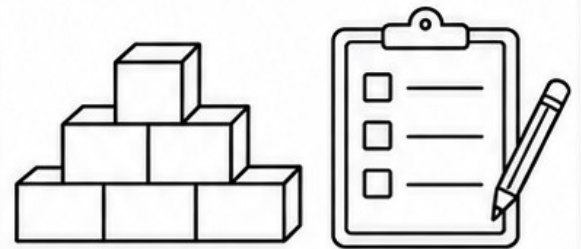
Notice: What changed in Kai's strategy?



Plan: Choose a small support. Link to quality and possible feeling.



Explain: How could Kai check if the support helps?



Different supported explanations can fit.

A Growing Strategy

Name: **ANSWERS**

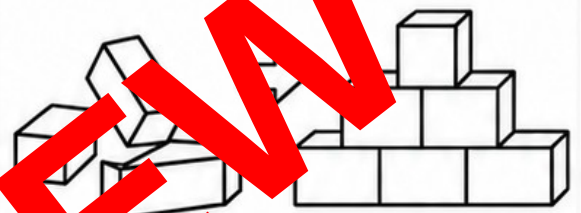
Year 2. Fictional case.

C5-C6: Kai's model fell. Kai now tries a wider base and asks a partner to hold the pieces.

Use words, drawing, pictures, pointing or an adult scribe.

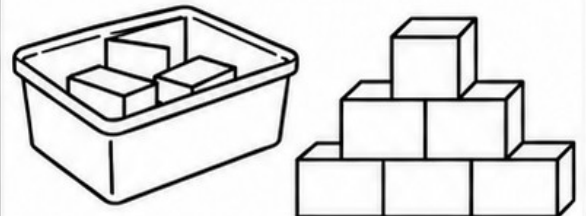
Notice: What changed in Kai's strategy?

Kai tries a wider base and asks for help.



Plan: Choose a small support. Link to quality and possible feelings.

Ask a partner to hold the base. This may show persistence with support. Kai may feel hopeful and frustrated.

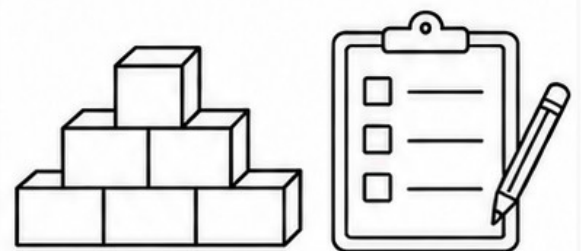


Explain: How could Kai check if the support helps?

Check whether the model is steadier.

If not, pause and ask for another idea.

Sample reasoning; other evidence-based answers may fit.



Different supported explanations can fit.

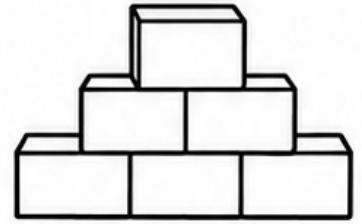
Name: _____

Year 2

Practise an Evidence Explanation

Fictional case: Kai enjoyed models, asked for help after a fall, then tried a wider base with a partner.

Use words, drawing, pictures, pointing or an adult scribe.



Notice: Compare an action then and later.
Name a quality and a change.

Compare: Explain possible feelings in the two circumstances with clues.

Explain: Suggest a support and one other possible response.

Different supported explanations can fit.

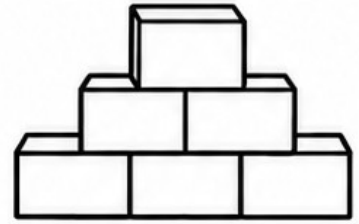
Name: **ANSWERS**

Year 2

Practise an Evidence Explanation

Fictional case: Kai enjoyed models, asked for help after a fall, then tried a wider base with a partner.

Use words, drawing, pictures, pointing or an adult scribe.



Notice: Compare an action then and later.
Name a quality and a change.

Then: asked for help.

Later: tried a new base.

Persistence in support;
strategy grows.

Compare: Explain possible feelings in the two circumstances with clues.

Frustrated after a fall;
more hopeful with a new
base and partner.

Different feelings may fit.

Explain: Suggest a support and one other possible response.

A pause or help with one
piece may help. Kai might
still feel worried about
another fall.

Sample reasoning; other
evidence-based answers may fit.

Different supported explanations can fit.

Transfer to a New Role

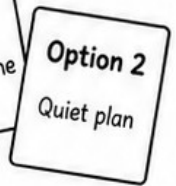
Name: _____

Year 2

Fictional case: Amira offered role choices.

Now Amira welcomes a newcomer.

Compare a sudden noisy welcome with a quiet plan and a choice.



Notice: What familiar quality could help in Amira's new role?

Compare: Suggest a possible feeling and a clue in each scene.

Explain: Choose an inclusion action. How could Amira check it helps?

Different supported explanations can fit.

Use words, drawing, pictures, pointing or an adult scribe.

Transfer to a New Role

Name: **ANSWERS**

Year 2

Fictional case: Amira offered role choices.

Now Amira welcomes a newcomer.

Compare a sudden noisy welcome with a quiet plan and a choice.



Notice: What familiar quality could help in Amira's new role?

Thoughtfulness: Amira notices and offers a choice.

Compare: Suggest a possible feeling and a clue in each scene.

A noisy sudden welcome may be exciting or overwhelming. A quiet plan may feel more predictable.

Explain: Choose an inclusion action. How could Amira check it helps?

Offer watching first or a small role. Ask which is useful and allow time.

Sample reasoning; other evidence-based answers may fit.

Different supported explanations can fit.

Use words, drawing, pictures, pointing or an adult scribe.

A New Role

Name: _____

Year 2

Fictional case. Optional practice.

Optional fictional extension: Ren changes from puzzle finder to materials helper. Compare an unexpected request with a clear picture routine.



Use words, drawing, pictures, pointing or an adult scribe.

Notice: Draw or record an action in each role.

A large, bold, red diagonal watermark reading "PREVIEW" is overlaid across the center of the page, extending from the bottom left towards the top right.

Compare: What stays? What changes? Explain possible feelings.

A large, bold, red diagonal watermark reading "PREVIEW" is overlaid across the center of the page, extending from the bottom left towards the top right.

Explain: How could Ren find out what support is useful?

A large, bold, red diagonal watermark reading "PREVIEW" is overlaid across the center of the page, extending from the bottom left towards the top right.

Different supported explanations can fit.

A New Role

Name: ANSWERS

Year 2

Fictional case. Optional practice.

Optional fictional extension: Ren changes from puzzle finder to materials helper. Compare an unexpected request with a clear picture routine.



Use words, drawing, pictures, pointing or an adult scribe.

Notice: Draw or record an action in each role.

Finder: searches for pieces.

Helper: checks supplies.

Compare: What stays? What changes? Explain possible feelings.

Helpfulness stays; actions change.

A sudden request may worry Ren;

a clear routine may help readiness.

Explain: How could Ren find out what support is useful?

Ask what the group needs and

whether the routine helps.

Other feelings can fit.

Sample reasoning; other evidence-based answers may fit.

Different supported explanations can fit.

A Welcoming Guide

Name: _____

Year 2

Fictional case. Optional practice.

Amira and June welcome a newcomer to a puzzle group.

Our Plan

- ☐ Be kind
- ☐ Share turns
- ☐ Work together

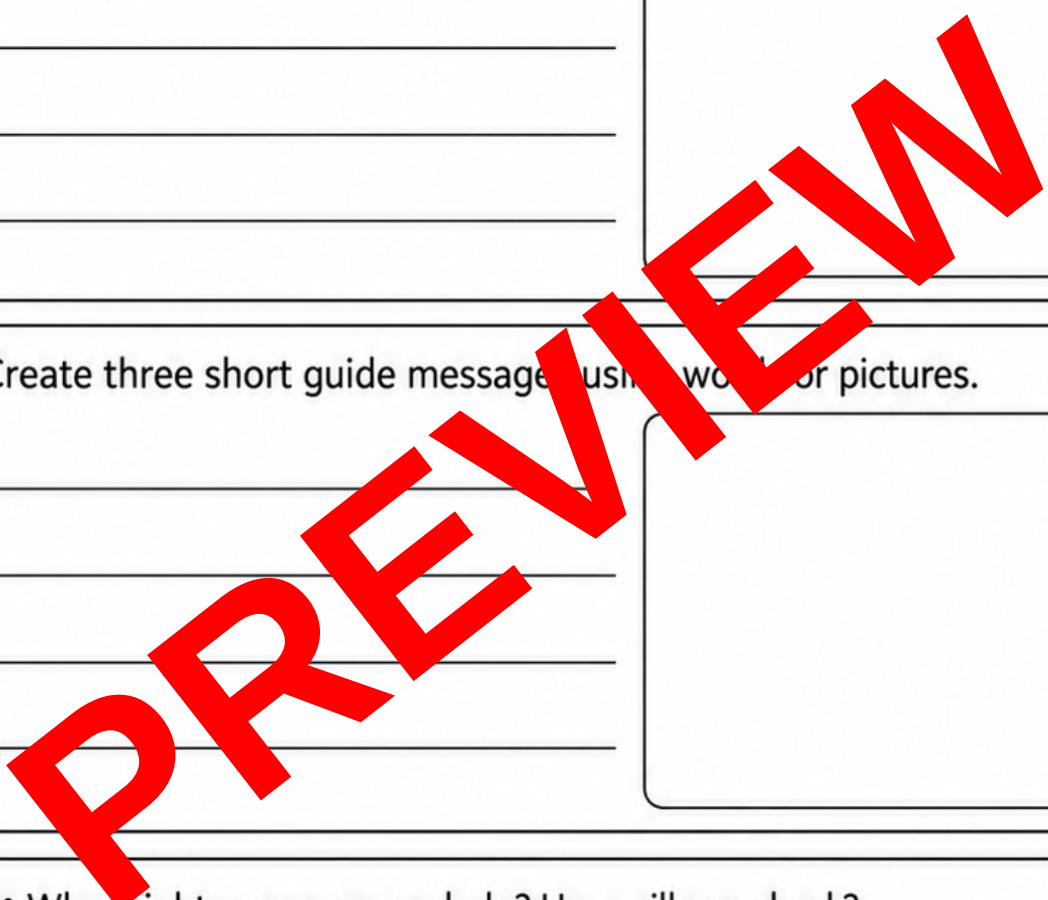
I can build.



I can suggest ideas.



Plan: Show the group plan and two participation choices.



Make: Create three short guide messages using words or pictures.

Explain: Why might one message help? How will you check?

Different supported explanations can fit.

A Welcoming Guide

Fictional case. Optional practice.

Amira and June welcome a newcomer to a puzzle group.

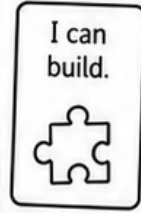
Name: _____

ANSWERS

Year 2

Our Plan

- ☐ Be kind
- ☐ Share turns
- ☐ Work together



Plan: Show the group plan and two participation choices.

Choose a small role or watch first. Point, speak or use pictures.

Make: Create three short guide messages using words or pictures.

Here is our plan.
Choose how to join.
Ask the teacher for help.

Explain: Why might one message help? How will you check?

A clear plan may make the place predictable.
Ask whether a choice is useful.

Sample reasoning; other evidence-based answers may fit.

Different supported explanations can fit.

Quiz — Teacher Reference

Open the separate 20-slide quiz after the core learning. It contains eight questions, each followed by a separate explanation slide, plus cover, instructions, reflection and closing. Pupils explain clues; pointing, pictures, drawing, a device or a scribe are valid response methods.

1. Question 1

Yes. Mixed feelings are possible. A person may want to try a new activity and worry about what will happen. Support may help.

2. Question 2

No. People can keep different interests and contribute to a respectful group. Offering choices can help.

3. Question 3

Finding and sharing pieces supports helpfulness. Appearance and popularity do not show this action.

4. Question 4

Kai uses a new strategy with support. Kai still enjoys making models. Asking for help can be part of learning.

5. Question 5

No. Their familiarity, choices and support may differ. Give a separate context clue for each possible response.

6. Question 6

No. Consider words, actions and circumstances. We can ask respectfully and leave room for more than one feeling.

7. Question 7

June may feel ready because the plan is familiar and worried because leading is new. Other feelings fit when supported by a clue.

8. Question 8

Offer a plan and a choice without pressure. Watching may help the newcomer learn the routine. Ask whether the support helps.

Use the quiz for feedback and retrieval. Collect the separate two-page June assessment in Lessons 7–8 using the rubric. The quiz does not require a private story or replace that evidence.

Assessment - Change Over Time

Name: _____

Year 2. New fictional case.

Use words, pictures, drawing, pointing, a communication device or an adult scribe.

June then:

June shares a bridge idea by pointing to a picture. June enjoys planning with others.



June now:

Later, June helps organise the picture plan for a new group. June checks which choices other children need.



1. Record one action then and one action now.

THEN

NOW

2. Explain a quality, a change and something that stayed the same.
Use an action clue.

No ranking or personal story is needed. Assess the explanation, not handwriting.

Assessment - Change Over Time

Name: ANSWERS

Year 2. New fictional case.

Use words, pictures, drawing, pointing, a communication device or an adult scribe.

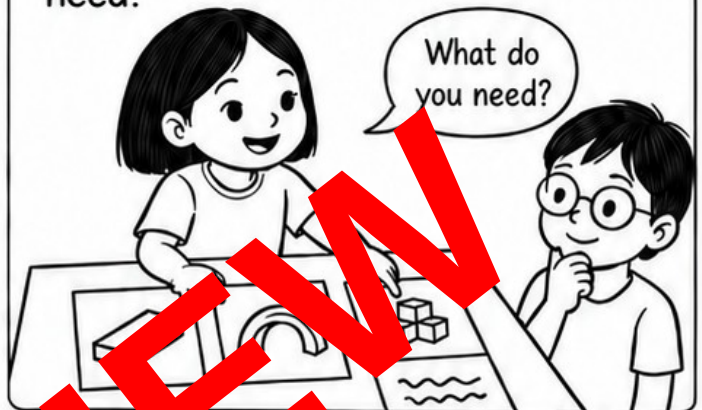
June then:

June shares a bridge idea by pointing to a picture. June enjoys planning with others.



June now:

Later, June helps organise the picture plan for a new group. June checks which choices other children need.



1. Record one action then and one action now.

THEN

June points to a bridge idea.

NOW

June organises the picture plan and checks others' choices.

2. Explain a quality, a change and something that stayed the same.
Use an action clue.

June may show thoughtfulness or cooperation.

The planner role grows from one idea to organising choices.

June still enjoys planning with others.

Sample reasoning; other action-based answers can fit.

No ranking or personal story is needed. Assess the explanation, not handwriting.

Name: _____

Assessment - Compare and Apply

Continue the fictional June case.

Scene A: June is suddenly asked to lead the new group. June has not seen the routine.

Scene B: June sees a picture routine first and can choose to share the plan with a partner.

1. Suggest a possible feeling in EACH scene. Give a separate context clue.

SCENE A



Possible feeling: _____

Context clue: _____

SCENE B



Possible feeling: _____

Context clue: _____

2. Compare the responses. Could another feeling fit? Explain.

3. Suggest a support for June. Explain how it may help and how to check.

Teacher conference: What action or context clue supports your idea?

Use the same response choices as page 1. No one correct feeling.

Name: **ANSWERS**

Assessment - Compare and Apply

Continue the fictional June case.

Scene A: June is suddenly asked to lead the new group. June has not seen the routine.

Scene B: June sees a picture routine first and can choose to share the plan with a partner.

1. Suggest a possible feeling in EACH scene. Give a separate context clue.

SCENE A



Possible feeling: June might feel worried

Context clue: because the role is sudden and the routine is unknown

SCENE B



Possible feeling: June might feel more ready

Context clue: because the picture routine and partner offer support.

2. **Compare** the responses. Could another feeling fit? Explain.

The circumstances change. June could also feel excited or still worried;
explain a clue.

3. **Suggest** a support for June. Explain how it may help and how to check.

Offer a picture plan and a partner choice. It may make the role clearer.

Ask June which choice helps.

Teacher conference: What action or context clue supports your idea?

Sample reasoning; other justified responses may fit.

Use the same response choices as page 1. No one correct feeling.

Rubric - Growing Up and Belonging

Name: _____

Year 2.

Teacher judgement of the fictional-case assessment. Picture, oral, written, drawn or scribed explanations use the SAME criteria. Using access support does not lower achievement.



Criterion	Developing	Sound	Transfer
Understanding	Names a quality or feeling; change unclear.	Explains quality and change with relevant actions.	Applies the quality in a changed role; explains what stays.
Evidence	Gives a claim with missing or unrelated clues.	Uses actions across scenes and a clue for each scene.	Compares clues and explains a possible limitation.
Explanation	Links feelings without linking circumstances.	Links different possible responses to circumstances.	Justifies another plausible response using context.
Application	Suggests support without a clear reason.	Chooses a feasible support and explains why it may help.	Explains how to check and adapt the support.

Evidence notes:

No neatness, appearance, confidence or compliance score.
Complete core assessment in Lessons 7-8.

Lesson 1

Identity over time

PREVIEW



Our learning

We will compare a fictional character then and now.

We can name a quality and show the action that supports our idea.

PREVIEW

Notice Ren

C1: Ren enjoys a puzzle and searches for the missing piece.

C2: Later, Ren helps another child find shared pieces.

What stayed the same? What changed?

PREVIEW

Identity and growth

Identity includes our interests, qualities and roles.

Growth can mean learning a new way to use a quality.

People grow in different ways and at different times.

PREVIEW

Model: the evidence

Then: Ren searched carefully for a piece.

Now: Ren searches with another child and shares what is found.

These actions can show persistence and helpfulness.

PREVIEW

Model: the explanation

Ren still enjoys puzzles.

Ren now uses careful searching to help someone else.

A new group role adds to Ren's identity. It does not replace it.

PREVIEW

Try it together

Put C1 before C2. Point to an action in each card.

Finish: I think Ren is ____ because ____

Use words, pictures, a gesture or an adult scribe.

PREVIEW

Your learning record

Use W01. Compare Ren then and now.

Choose a quality. Record two action clues.

Explain one change and one thing that stayed the same.

PREVIEW

Check the claim

Ren is popular, so Ren is helpful. Is that evidence?

Look for what Ren did, not appearance or popularity.

Helpful is supported by finding shared pieces for another child.

PREVIEW

Reflect

How can a familiar interest lead to a new role?

Explain with one action from Ren's story.

We compare learning, not people's worth.

PREVIEW

PREVIEW

Well Done!



Lesson 2

Qualities in context

PREVIEW



Our learning

We will compare patience in different situations

We can explain how actions depend on the setting.

PREVIEW

Remember Ren

Ren searches with another child and shares pieces.

Which action could show patience? Explain your clue.

PREVIEW

A different setting

C5: Kai's model falls. Kai says, I need help.

C6: Later, Kai tries a wider base and asks a partner to hold it.

What is different from Ren's, Izzy's?

PREVIEW

Model: patience

Ren takes time to search for a piece.

Kai pauses, asks for help and tries a smaller step.

Both may show patience in different ways.

PREVIEW

Help is a strategy

Taking a break or asking for help can be useful.

Patience does not mean trying forever.

Needing help does not make a person less valuable.

PREVIEW

Compare with a partner

Use C2 and C6. Choose an action on each.

Say: Both show ____, but Ren ____ and Kai ____.

Your partner asks: Which one supports that?

PREVIEW

Your learning record

Use W02. Record two different actions showing patient care.

Explain why the actions fit each setting.

Draw, point, speak, write or act out your explanation.

PREVIEW

Check another idea

Could asking for help show a quality?

Yes. It may show thoughtfulness or persistence with support.

Give the action clue. More than one quality can fit.

PREVIEW

Reflect

How might patience look in a new group?

Suggest one useful action and explain why it is.

PREVIEW

PREVIEW

Well Done!



Lesson 3

People notice strengths



Our learning

We will notice strengths through actions.

We can explain a respectful observation with evidence.

PREVIEW

Notice the actions

C3: Amira notices someone left out and offers a choice.

C4: June uses pictures to contribute a bridge idea.

Which actions help the group?

PREVIEW

Strengths have many forms

An idea can be shared by speaking, pictures or a gesture.

Looking at someone's eyes is not the only way to listen.

Everyone can contribute in different ways.

PREVIEW

Model: specific feedback

Amira is kind because she offers a choice of roles.

June is thoughtful because the bridge idea helps the plan.

Our evidence is the action and how a person looks.

PREVIEW

Improve a vague claim

June is the best. This does not explain a quality.

Try: June shares an idea using a picture.

That action could show creativity or cooperation.

PREVIEW

Rehearse together

Choose C3 or C4. Name one action and one quality.

Say: I noticed ____ when the character ____

Listen to a different reason and interpretation.

PREVIEW

Your learning record

Use W03 to make two respectful observations.

Replace a vague label with an action clue.

You may point to pictures and explain to an adult.

PREVIEW

Check the wording

Amira is friendly because she has nice hair.

Does hair show the action? What stronger clue could we use?

Amira offers a choice and includes someone.

PREVIEW

Reflect

What makes feedback useful and respectful?

Give one action-based example from today.

PREVIEW

PREVIEW

Well Done!



Lesson 11

Situations shape feelings



Our learning

We will compare how circumstances may affect feelings.

We can explain a possible feeling using a context clue.

PREVIEW

The same new group

C7: Ren finds out about a larger new group suddenly.

C8: Ren sees a plan and can choose to watch first.

Which circumstances changed?

PREVIEW

Feelings need clues

A face alone cannot tell us everything.

Notice words, actions and what is happening.

Ask or leave room for another possible feeling.

Based on: Kids Helpline – Helping kids identify and express feelings ([kidshelpline.com.au](https://www.kidshelpline.com.au))

Model: surprise

Ren may feel worried because the group is unfamiliar.

Ren may also feel excited about new puzzles.

Worry and excitement can happen together.

PREVIEW

Model: preparation

A plan and a choice may help Ren feel more ready.

Ren could still feel worried, excited or both.

A support does not promise one particular feeling.

PREVIEW

Compare together

Match a feeling picture to C7 and C8.

Explain a different clue for each version.

Use: Ren might feel ____ because ____.

PREVIEW

Your learning record

Use W04 to compare surprise and preparation

Record a possible feeling and a clue in each scene.

Explain what changed in the circumstances.

PREVIEW

Check our reasoning

If Ren smiles, must Ren feel only happy?

No. We need more clues and may ask

Different feelings can fit this same event.

PREVIEW

Reflect

Which support might change Ren's response?

Explain why it might help, without promising how Ren will feel.

PREVIEW

PREVIEW

Well Done!



Lesson 5
**Different people,
same event**



Our learning

We will compare two people at the same event

We can explain different responses using different clues.

PREVIEW

A fictional extension

Ren and June join the same puzzle group.

Ren knows the routine. June has not seen the plan.

June wants to choose a role using pictures.

PREVIEW

Model: Ren's response

Ren might feel excited because the routine is familiar.

Ren could still feel worried about meeting new people.

Familiarity is a clue, not a promise.

PREVIEW

Model: June's response

June might feel unsure because the plan is new.

June might also feel curious about the puzzles.

Picture choices could help June take part.

PREVIEW

Respectful questions

Try: Would you like to see the plan or watch first?

Allow different ways to answer.

Do not tell someone what they must feel.

Based on: Kids Helpline – Helping kids identify and express feelings (kidshelpline.com.au)

Compare together

Use two context clues, one for each character.

Say: Ren might ____ because _____. June might ____ because _____.

Could another pair of feelings also fit? Explain.

PREVIEW

Your learning record

Use W05. Compare Ren and June at the same event.

Give one possible feeling and one clue for each.

Suggest a respectful question or support.

PREVIEW

A cooperative turn

Use a G1 challenge. Take turns explaining and asking.

Point, speak, draw or use a communication device.

We check the reasons, not who is fastest.

PREVIEW

Reflect

Why can two different responses both make sense?

Explain using knowledge, choices or support in the scene.

PREVIEW

PREVIEW

Well Done!



Lesson 6

Growing strategy

PREVIEW



Our learning

We will plan a small supported step for a new challenge

We can explain how the step might help.

PREVIEW

Kai's next attempt

Kai's model fell. Later Kai tries a wider base.

Kai asks a partner to hold the pieces.

Which action shows learning across time?

PREVIEW

Model: a small plan

Notice: The base tips when I add a piece.

Choose: Make the base wider and ask for help.

Check: Is it steadier? What should I change next?

PREVIEW

Feelings and support

Kai may feel frustrated and hopeful at the same time.

A break, a small step or help may make the task manageable.

A trusted adult can help if a problem seems difficult.

Based on: Kids Helpline – Helping kids identify and express feelings ([kidshelpline.com.au](https://www.kidshelpline.com.au))

Qualities can grow

Kai still enjoys making models.

Kai now uses help and a new design step.

Learning a strategy adds to rank. It does not rank worth.

PREVIEW

Rehearse with a partner

Choose a fictional case. Practise asking for help or a change.

Your partner offers a useful option without pressure.

No personal difficult experience needed to be shared.

PREVIEW

Your learning record

Use W06. Choose a support and explain the action.

Link it to a quality and a possible feeling.

Plan how to check whether it helps.

PREVIEW

Check the plan

Will the support make every worried feeling disappear?

No. It may help, and another step may still be needed.

Ask a trusted adult if help is needed.

PREVIEW

Reflect

How can asking for help show a growing strategy?

Explain an action and a reason from the case.

PREVIEW

PREVIEW

Well Done!



Lesson 7

Identity & change assessment



Our learning

We will use evidence to explain a character across time.

We will compare two possible emotional responses.

PREVIEW

Practise with Kai

Then: Kai asks for help after a model falls.

Later: Kai tries a wider base with a partner

What quality stays? What strategy changes?

PREVIEW

Model a full explanation

Kai shows persistence with support.

The new base and help request show a changed strategy.

Kai may feel frustrated then more hopeful. Other feelings can fit.

PREVIEW

Prepare your evidence

Use W07 for the practice comparison.

Name an action clue for each time and circumstance.

A feeling word alone is not an explanation.

PREVIEW

Your new assessment case

Read A1: June's picture idea becomes a new planner rule.

Compare the sudden change with the prepared choice on A2.

Use the supplied story. You do not need a personal story.

PREVIEW

Show your reasoning

Explain a quality, a change and something that stayed the same.

Compare possible feelings using two context clues.

Suggest a support and explain how it might help.

PREVIEW

Choose your response

Write, draw, point, speak or dictate to an adult

You can use pictures or a communication board/device.

Everyone explains the same idea with evidence.

PREVIEW

Conference check

What is your idea? Which action supports it?

Could another feeling fit? What clue would matter?

How might the support help in this scene?

PREVIEW

Reflect

Check: quality, actions over time, two feelings with clues support.

You may revise an explanation after feedback.

Neatness or public speaking is not the learning goal.

PREVIEW

PREVIEW

Well Done!



Lesson 3

Transfer to a new role



Our learning

We will use a familiar quality in a new role.

We can explain a support and check its effect.

PREVIEW

A changed role

Amira once offered a choice of group roles.

Now Amira welcomes a fictional newcomer.

What action from C3 could help in this new role?

PREVIEW

Model: the transfer

Amira notices who needs an invitation.

Amira offers a choice: look at the plan or join one small task.

Thoughtfulness can be used in both roles.

PREVIEW

Two circumstances

A sudden noisy welcome may feel exciting or overwhelming.

A quiet plan with a choice may feel more comfortable.

Different feelings can fit either scene.

PREVIEW

Check the limit

An invitation does not guarantee belonging straight away.

Ask which option is useful and allow time.

A trusted adult can help make participation possible.

PREVIEW

Rehearse together

One partner speaks for Amira. The other selects a picture choice.

Offer a real choice without pressure to join.

Practise with a fictional role, not private experiences.

PREVIEW

Your learning record

Use W08 to explain the new role.

Link an action to a quality and compare two responses.

Explain how Amira could check whether the support helps.

PREVIEW

Finish the core evidence

Review your assessment explanation with the teacher.

Show change over time and different responses with clues.

All required learning and assessment finish in Lessons 1–8.

PREVIEW

Reflect

What can stay familiar when a role changes?

Explain one quality and one useful action.

Lessons 9–10 are optional projects.

PREVIEW

PREVIEW

Well Done!



Lesson 2
A new role in a
fictional group
Optional



Optional practice

Our core learning and assessment are already complete.

Today we apply familiar ideas to a new fictional role.

PREVIEW

Remember Ren

Ren enjoys puzzles and helps find shared pieces.

Now Ren is asked to help organise materials.

Which familiar quality could help?

PREVIEW

Model: changed actions

As a puzzle finder, Ren searches carefully.

As a materials helper, Ren checks what each group needs.

Both actions can show help lines in different settings.

PREVIEW

Compare the circumstances

A sudden request may bring worry, excitement or both.

A clear picture routine may help Ren feel prepared.

Preparation does not decide a person's feeling.

PREVIEW

Try it together

Choose a useful action for each role.

Explain the same quality using different evidence.

Give a possible feeling and content clue for each scene.

PREVIEW

Your learning record

Use optional W09. Draw or record the two actions.

Explain what stays and what changes.

Point, speak or dictate if the cubes show your ideas.

PREVIEW

Check and refine

Could your support suit a different person?

Ask what they would find useful before deciding.

Keep more than one reasonable answer.

PREVIEW

Share by choice

Offer one explanation to a partner or teacher.

You can share a picture or ask an adult to read it.

Sharing is optional and is not a new assessment.

PREVIEW

Reflect

What did this new role help you practise?

Explain with an action clue from the fictional scene.

PREVIEW

PREVIEW

Well Done!



Lesson 10
A welcoming guide
Optional



Optional practice

Our core learning and assessment are already complete.

Today we create a guide for a fictional new comer.

PREVIEW

Remember belonging

Amira offers a choice when someone is left out

June contributes an idea using pictures.

What should a welcoming guide make possible?

PREVIEW

Model: a guide

Here is the plan. You can watch first or choose a small role.

You can point, speak or use a picture to answer.

Ask the teacher if you need help.

PREVIEW

Explain the choices

The plan may make a new place more predictable.

Different response choices let more people contribute.

A newcomer can keep different interests and still belong.

PREVIEW

Plan together

Choose three useful guide parts: plan, choices and help

Use simple words and pictures for the fictional group.

Explain why each part could help

PREVIEW

Your learning record

Use optional W10 to create your welcome guide.

Show two participation choices and who can help.

Add a reason for one action. No private story is needed.

PREVIEW

Test with a partner

Can a newcomer find a choice and a help option?

Does the guide allow watching or asking before joining?

Revise one unclear instruction and/or feedback.

PREVIEW

Share by choice

You may show the guide to a partner or teacher.

A picture explanation or adult scribe is welcome.

This optional guide is not required as assessment evidence.

PREVIEW

Reflect

How can different interests fit within a group?

Explain one welcome action and what it may help.

PREVIEW

PREVIEW

Well Done!



Growing Up and Belonging Unit Quiz



Show your thinking

Use words, drawings, pictures, pointing or a communication device.

Explain an action or context clue. Several feelings may fit.

These fictional cases do not need personal stories.

PREVIEW

Question 1

Can an unfamiliar change bring both worry and excitement?

Think, choose and explain your clue

PREVIEW

Question 1: explanation

Yes. Mixed feelings are possible. A person may want to try a new activity and worry about what will happen. Support may help.

PREVIEW

Question 2

Does belonging require giving up every different interest?

Think, choose and explain your clue

PREVIEW

Question 2: explanation

No. People can keep different interests and contribute to a respectful group.
Offering choices can help.

PREVIEW

Question 3

Ren helps another child find puzzle pieces. Which action supports helpfulness?

Think, choose and explain your clue

PREVIEW

Question 3: explanation

Finding and sharing pieces supports helpfulness. Appearance and popularity do not show this action.

PREVIEW

Question 4

Kai asks for help and tries a wider base. What changed over time?

Think, choose and explain your clue

PREVIEW

Question 4: explanation

Kai uses a new strategy with support. Kai still enjoys making models. Asking for help can be part of learning.

PREVIEW

Question 5

Must two children feel the same at a new group? Explain.

Think, choose and explain your clue

PREVIEW

Question 5: explanation

No. Their familiarity, choices and support may differ. Give a separate context clue for each possible response.

PREVIEW

Question 6

Can a face tell us every feeling a person has?

Think, choose and explain your clue

PREVIEW

Question 6: explanation

No. Consider words, actions and circumstances. We can ask respectfully and leave room for more than one feeling.

PREVIEW

Question 7

New case: June knows the picture plan but is asked to read suddenly. Compare two possible feelings.

Think, choose and explain your choice.

PREVIEW

Question 7: explanation

June may feel ready because the plan is familiar and worried because leading is new. Other feelings fit when supported by a clue.

PREVIEW

Question 8

New case: Amira welcomes someone who wants to watch first. What could Amira do, and why?

Think, choose and explain your choice

PREVIEW

Question 8: explanation

Offer a plan and a choice without pressure. Watching may help the newcomer learn the routine. Ask whether the support helps.

PREVIEW

Reflect

Which clue helped you explain a change?

What might you ask before deciding how a person feels?

PREVIEW

PREVIEW

Well Done!

