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Me and My People - Foundation

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Teacher overview

Me and My People is a Foundation Health unit about identity, caring people and respectful interaction. The essential question is: How do our qualities, caring people and choices help us take part together?

Eight core lessons teach and assess the essential learning. Two optional lessons provide useful practice through puppets and a shared task. Each of the ten lessons has its own complete editable presentation. Allow about 50 minutes per lesson; adjust the pace to the class.

Learners identify an interest or quality, connect a quality to an observable action, identify a caring person and their caring action, and demonstrate a taught respectful skill. They explain how that action helps another person participate.

Use Ren, Amira, Kai and June as supplied fictional examples. A child may use a fictional character throughout. No family photographs, disclosure, public ranking or performance are required. A caring person may be a friend, teacher, family member or other trusted caregiver.

Collect ideas through drawing, pointing, speech, gestures, pictures, AAC or adult scribing. Provide communication support without lowering the learning judgment. Complete the map, demonstration and short conference by core Lesson 8. The quiz supports formative feedback; it does not replace the assessment.

Ten presentation files

01. Many ways to be me

Me and My People – Foundation – Lesson 01 – Presentation.pptx

02. People in our world

Me and My People – Foundation – Lesson 02 – Presentation.pptx

03. Listen in different ways

Me and My People – Foundation – Lesson 03 – Presentation.pptx

04. Taking turns

Me and My People – Foundation – Lesson 04 – Presentation.pptx

05. Similar and different

Me and My People – Foundation – Lesson 05 – Presentation.pptx

06. Choose helpful words

Me and My People – Foundation – Lesson 06 – Presentation.pptx

07. Identity and interaction

Me and My People – Foundation – Lesson 07 – Presentation.pptx

08. Our caring class

Me and My People – Foundation – Lesson 08 – Presentation.pptx

09. Caring qualities in a puppet story (Optional)

Me and My People – Foundation – Lesson 09 – Presentation.pptx

10. Our caring words and actions (Optional)

Me and My People – Foundation – Lesson 10 – Presentation.pptx

Core route: Lessons 1–8 in order. Optional route: Lessons 9–10 after core learning and assessment. Each file contains its own cover, teaching sequence, practice and closing.

Preparation and participation

Prepare: display D1–D2; character and decision cards C1–1 to C1–8; game G1 rules, mat and eight challenge cards; the matching worksheet and sample-answer page for each lesson; assessment map, interaction record and rubric. Have picture choices, simple puzzles or model materials, puppets and an adult scribing option available.

Read resource instructions aloud. Keep cards as whole pages or prepare them for classroom reuse. Use no race or elimination. Adults may manage pieces and read prompts. A learner may watch first, rehearse privately or use a teacher/puppet as a partner.

Fictional anchors: Ren enjoys puzzles and helps a classmate find materials. Amira notices exclusion and offers a real choice. Kai keeps trying a model and asks for help. June uses a picture board and contributes ideas. Each person can show more than one quality.

Describe an action before naming a quality. Accept more than one reasonable interpretation when the learner explains the evidence. Do not infer qualities from appearance, background, speech fluency or speed.

Ask children what would help, then honour the answer. Do not require eye contact, touching, personal family stories or joining a public activity. Protect privacy and follow school support procedures if a child shares a concern. Offer a supplied fictional alternative and private adult support.

Lesson 1: Many ways to be me

Learning: I can name an interest and a quality.

Resources: D1, C1-1, W01. Use the matching Lesson 01 presentation.

Recall — 5 minutes

Ren enjoys puzzles. Show a puzzle piece and ask what this tells us. Accept pointing, a word or a picture choice.

Explicit teaching — 10 minutes

Explain identity as the things that make a person who they are. Distinguish an interest from a quality using Ren. Do not judge bodies, popularity or speed.

Safe rehearsal — 15 minutes

Offer two clues at a time. Learners choose a character, self, then name an interest and helpful action with a puppet or adult.

Application — 10 minutes

Learners draw, choose symbols or dictate on V01. Marking optional. Invite a second quality with an observable action as extension.

Feedback — 5 minutes

Ask each learner to identify the interest and the action. Record the learner's idea rather than the neatness of the drawing.

Exit — 5 minutes

Return to the essential question. Invite a private exit response naming one quality and the action that shows it.

Access: offer fictional characters, picture choices, AAC, pointing, oral responses or scribing. Extend by asking for another action and a reason. Give feedback on the idea and action, not handwriting, eye contact or confidence.

Lesson 2: People in our world

Learning: I can name a caring person and what they do.

Resources: D1, C1-7, W02. Use the matching Lesson 02 presentation.

Recall — 5 minutes

Recall a quality from Ren. Ask how a helpful action connects two people.

Explicit teaching — 10 minutes

Model Kai and a caring teacher on a connection mat. Explain that families and caring networks differ. A map need not include a parent.

Safe rehearsal — 15 minutes

Build a shared fictional map with a teacher, friend or caregiver. Ask what the person does, rather than asking for private names.

Application — 10 minutes

Learners complete W02 with a supplied character or picture or personal example. Give two caring-action pictures and adult scribing as support.

Feedback — 5 minutes

Ask learners to identify the caring person and explain or show the action. Extend by adding another caring connection.

Exit — 5 minutes

Collect a private oral answer, pointed or AAC response. Do not require family stories or photographs.

Access: offer fictional characters, picture choices, AAC, pointing, oral responses or scribing. Extend by asking for another action and a reason. Give feedback on the idea and action, not handwriting, eye contact or confidence.

Lesson 3: Listen in different ways

Learning: I can give someone time to share an idea.

Resources: C1-4, C1-8, W03. Use the matching Lesson 03 presentation.

Recall — 5 minutes

Recall caring actions. Introduce June's pictures and ask how a listener could find out June's idea.

Explicit teaching — 10 minutes

Model a short picture message. Pause without prompting eye contact. Show a check such as pointing to the picture and asking if it is the intended idea.

Safe rehearsal — 15 minutes

Rehearse with puppets or two-choice cards. Partners have permission to pass or use an adult partner. Never score eye contact or body posture.

Application — 10 minutes

Pairs exchange a favourite activity using their preferred response mode. W03 records a chosen listening action, with drawing or scribing.

Feedback — 5 minutes

Observe whether learners give time and respond to the message. If the message is unclear, model a kind request to check it.

Exit — 5 minutes

Ask learners to show one way of listening. Record the action, not speech fluency or compliance.

Access: offer fictional characters, picture choices, AAC, pointing, oral responses or scribing. Extend by asking for another action and a reason. Give feedback on the idea and action, not handwriting, eye contact or confidence.

Lesson 4: Taking turns

Learning: I can ask, wait and share a turn.

Resources: C1-5, C1-7, W04. Use the matching Lesson 04 presentation.

Recall — 5 minutes

Retrieve June's listening example. Ask why waiting can help with shared materials too.

Explicit teaching — 10 minutes

Model a low-risk shared-object routine. Keep turns short and predictable. Show that a request may receive a later-turn answer.

Safe rehearsal — 15 minutes

In pairs or with puppets, practise asking, waiting for an answer and passing. Offer a visual turn card and another object during the wait.

Application — 10 minutes

Learners rehearse once in each role. Complete W04 by drawing the sequence or explaining it to an adult. No speed contest.

Feedback — 5 minutes

Notice asking and waiting in the demonstration. Extend by discussing an object that is not available yet and asking the teacher for a plan.

Exit — 5 minutes

Invite a chosen learner to use a gesture for requesting a turn. Accept an adult partner or a private demonstration.

Access: offer fictional characters, picture choices, AAC, pointing, oral responses or scribing. Extend by asking for another action and a reason. Give feedback on the idea and action, not handwriting, eye contact or confidence.

Lesson 5: Similar and different

Learning: I can notice a similarity and a difference respectfully.

Resources: C1-1, C1-3, W05. Use the matching Lesson 05 presentation.

Recall — 5 minutes

Recall Ren's puzzle and Kai's model. Ask which activity each enjoys.

Explicit teaching — 10 minutes

Model comparing one feature: activity preference. Both involve making or solving something, while the activities differ. Avoid gender or ability stereotypes.

Safe rehearsal — 15 minutes

Use two picture choices. Learners sort one similarity and one difference with a partner and rehearse respectful words.

Application — 10 minutes

On W05, learners draw each activity and explain a way to make both. Support with pictures or scribing. Extend by suggesting a shared activity with choice.

Feedback — 5 minutes

Ask whether different interests prevent friendship. Accept multiple practical ways of including both characters.

Exit — 5 minutes

Collect one similarity/difference observation and one respectful response. Do not rank preferences.

Access: offer fictional characters, picture choices, AAC, pointing, oral responses or scribing. Extend by asking for another action and a reason. Give feedback on the idea and action, not handwriting, eye contact or confidence.

Lesson 6: Choose helpful words

Learning: I can choose words or actions that offer respect.

Resources: C1-2, C1-6, W06. Use the matching Lesson 06 presentation.

Recall — 5 minutes

Recall that people may enjoy different things. Ask how Amira could include someone without making them join.

Explicit teaching — 10 minutes

Model an invitation and a response to no/not yet. Explain that respect continues when the answer is not the one we hoped for.

Safe rehearsal — 15 minutes

Puppet partners select a response to joining, watching, doing another activity. Give two choices and read them aloud.

Application — 10 minutes

Learners complete W06 and rehearse a helpful phrase or action. Use a private adult exchange if group participation is uncomfortable.

Feedback — 5 minutes

Check that the response offers choice and accepts the answer. Extend by explaining why an order is different from an invitation.

Exit — 5 minutes

Invite one respectful response to not yet. Personal disclosure and public performance stay optional.

Access: offer fictional characters, picture choices, AAC, pointing, oral responses or scribing. Extend by asking for another action and a reason. Give feedback on the idea and action, not handwriting, eye contact or confidence.

Lesson 7: Identity and interaction

Learning: I can show a quality, a caring connection and a respectful skill.

Resources: W07, A1a, A1b, R1. Use the matching Lesson 07 presentation.

Recall — 5 minutes

Retrieve a quality, a caring connection and a respectful phrase with picture clues.

Explicit teaching — 10 minutes

Show a fictional assessment map and a respectful exchange. State that drawing, speech, pointing, AAC or scribing can provide equivalent evidence.

Safe rehearsal — 15 minutes

Use W07 as rehearsal only. Help learners understand the task without supporting their final explanation. Clarify a quality through a specific action.

Application — 10 minutes

Collect A1a and a short demonstration/conference with A1b and a teacher/puppet partner. Begin conferences now and finish by Lesson 8.

Feedback — 5 minutes

Record the learner's explanation and observed action. Judge the taught understanding, not handwriting, confidence, eye contact or family details.

Exit — 5 minutes

Offer a private reflection. Use the rubric to identify a specific next teaching step if evidence is missing.

Access: offer fictional characters, picture choices, AAC, pointing, oral responses or scribing. Extend by asking for another action and a reason. Give feedback on the idea and action, not handwriting, eye contact or confidence.

Lesson 8: Our caring class

Learning: I can help our class care for different people.

Resources: D1, W08, A1b, R1. Use the matching Lesson 08 presentation.

Recall — 5 minutes

Recall respectful strategies from Lessons 1–7. Ask which could help a new child feel welcome.

Explicit teaching — 10 minutes

Model a practical agreement using specific behaviour: give time, offer a choice, ask for a turn or check a message. Avoid vague promises to always be good.

Safe rehearsal — 15 minutes

Rehearse the agreement with a fictional scene. Invite a response or story watching.

Discuss how different communication needs can be included.

Application — 10 minutes

Learners complete W08. Finish remaining map, emotion conferences and record both identity and interaction evidence before the core closes.

Feedback — 5 minutes

Discuss what the teacher could observe when the agreement works. If needed, reteach and recheck a specific missing assessment point within this lesson.

Exit — 5 minutes

Invite a reflection on a caring action and its effect. Optional Lessons 9–10 add practice only and are not required for assessment.

Access: offer fictional characters, picture choices, AAC, pointing, oral responses or scribing. Extend by asking for another action and a reason. Give feedback on the idea and action, not handwriting, eye contact or confidence.

Lesson 9: Caring qualities in a puppet story

Optional

Learning: I can connect a caring quality with an action.

Resources: C1-1, C1-6, W09. Use the matching Lesson 09 presentation.

Recall — 5 minutes

Retrieve kindness and respect from the core. Remind learners that this lesson is optional reinforcement.

Explicit teaching — 10 minutes

Model Ren helping find a material and Amira offering a choice. Link each quality to an observable action rather than a label alone.

Safe rehearsal — 15 minutes

Learners rehearse two low-risk puppet scenes. Offer an adult partner and picture response choices.

Application — 10 minutes

Use W09 to record one action and explain its quality. Extend by changing the setting while preserving the caring response.

Feedback — 5 minutes

Accept several helpful responses as the learner explains the caring effect. This is formative practice, not a new required assessment.

Exit — 5 minutes

Reflect privately or with a chosen partner. Do not reopen completed core assessment just because this optional lesson was taught.

Access: offer fictional characters, picture choices, AAC, pointing, oral responses or scribing. Extend by asking for another action and a reason. Give feedback on the idea and action, not handwriting, eye contact or confidence.

Lesson 10: Our caring words and actions

Optional

Learning: I can use caring words during a shared task.

Resources: G1, W10. Use the matching Lesson 10 presentation.

Recall — 5 minutes

Recall asking, waiting and checking a message. State that this lesson reinforces the completed core.

Explicit teaching — 10 minutes

Model a shared construction with large, safe materials. Demonstrate one turn request and one picture-based idea.

Safe rehearsal — 15 minutes

Pairs choose construction or sorting. Keep the task shared, allow waiting/another partner, and provide two phrase/picture choices.

Application — 10 minutes

Learners complete the cooperative task, then create a 10 picture reminder. Support with a teacher partner or AAC. No competition, no timed performance.

Feedback — 5 minutes

Ask what helped others take part. Extend by adapting the routine for someone who wants to watch first.

Exit — 5 minutes

Share reminders by choice. Record useful practice observations only. All required learning and assessment remain in Lessons 1–8.

Access: offer fictional characters, picture choices, AAC, pointing, oral responses or scribing. Extend by asking for another action and a reason. Give feedback on the idea and action, not handwriting, eye contact or confidence.

G1 teacher response criteria: 1-4

G1 is a cooperative two-to-four-player discussion game. Use the printed rules and mat. Read one challenge, invite each learner to notice evidence, ask a question, compare ideas, explain a reason, apply a helpful choice and reflect. Move together; there is no winner or timed race. A teacher, puppet or AAC partner may participate.

Card 1 — Ren helps find materials. A sound response connects kindness or helpfulness to this action. Ask: What did Ren do? Avoid judging him from appearance.

Card 2 — Amira offers a choice to a child who is left out. Accept a real invitation and time to decide. Joining must remain optional. Ask: How would the child know the choice is real?

Card 3 — Kai keeps trying a model and asks for help. Accept persistence, trying another approach or an appropriate help request. Persistence includes when told a phrase; it does not mean doing everything alone.

Card 4 — June contributes through pictures. Accept waving, checking the picture/message and responding to her idea. Speech and eye contact are not required. Ask: How do we know we understood?

PREVIEW

GI teacher response criteria: 5-8

Card 5 — More than one quality. Accept different quality words when the learner connects each one to a plausible action. Ask for evidence rather than a single label. A person can be curious, kind and persistent in different moments.

Card 6 — A new child wants to watch first. Accept an invitation such as “It is okay to watch” and an action that gives space and time. Reject a forced invitation as a helpful choice. Rehearse a caring alternative privately.

Card 7 — Taking a turn. Accept a request, a pause for the response and a fair sharing action. Words, gestures, a turn card or AAC may do the same job. Ask: What would you do while waiting?

Card 8 — Puzzles and models. Identify a similarity and a difference without linking interests. Accept “Both people build or solve things; one likes puzzles and one likes models” or another evidenced comparison. Ask how they could participate together.

For every card, give specific feedback: name the observed action, connect it to the idea and invite a reason. Reteach if a response relies on appearance, forces participation or omits the action. Keep a brief note of the learner's explanation. Communication assistance is access, not an error.

PREVIEW

Assessment and evidence

Use the map and interaction record during core Lessons 7–8. The learner may choose Kai, another supplied character or themselves privately. Do not require private family information.

Part 1: Map. Ask for an interest or quality, an action showing that quality, and a caring person with their caring action. Ask the learner to explain the links; record their words or selected symbols. An adult may scribe.

Part 2: Show and explain. Offer a puppet, teacher or chosen partner. Invite one taught skill: asking for a turn, waiting/checking a message, offering a real choice or offering kindly for help. Record what happened and the learner's explanation of how it helps.

Transfer: Present the new June group situation on the interaction record. Accept giving time, checking her picture idea, offering ways to contribute and responding respectfully. Ask why the choice helps.

Judge with the four rubric dimensions. Sound evidence identifies the quality/action and caring person/action, demonstrates a taught skill and explains a caring effect. Transfer applies and justifies a helpful action when the group or task changes.

Supported/incomplete evidence needs specific teaching; reassess privately after practice.

AAC, gestures, pointing and scribbling do not lower achievement. Do not assess eye contact, neatness, public confidence or disclosure. Essential assessment is complete by core Lesson 8; optional lessons support further practice.



Me and My People



Key Ideas

Identity

The things that make you who you are.



Quality

A strength shown by what you do.



Kind

Doing something that helps or cares.



Family

People connected as a family. Families can look different.



Friend

Someone we enjoy time with and treat with care.



Respect

Valuing people and their choices.



You may use a made-up character.

More than one quality

Our question

Can a person have more than one positive quality?



Small actions make a big difference

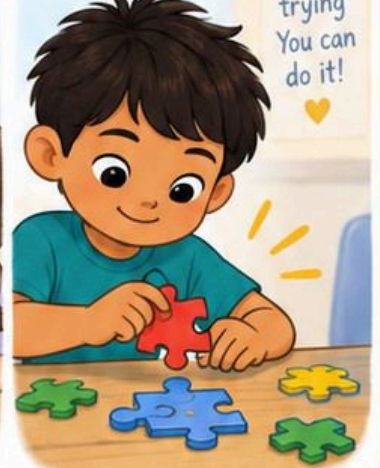


Our evidence

Ren wonders how a puzzle works.

Ren helps a classmate find materials.

Ren keeps trying a tricky piece.



Our explanation

Yes. These actions show curiosity, kindness and persistence.

curiosity

kindness

persistence



Our fictional people



C1-1 Ren

Ren enjoys puzzles.
Ren helps a classmate find materials.



C1-2 Amira

Amira notices a child is left out.
Amira offers a choice.



C1-3 Kai

Kai keeps trying a model.
Kai asks for help.



C1-4 June

June uses pictures to communicate.
June contributes ideas.

Caring choices



C1-5 Ren

Ren wants a shared piece.
How can Ren ask and wait?



C1-6 Amira

Amira wants to watch first.
What could Amira say?



C1-7 Kai

Kai needs help with a model.
Who could Kai ask?



C1-8 June

June points to an idea.
How can a friend listen?

Choose, Explain and Check

A cooperative game for 2-4 players

1. Choose a challenge card.



2. Use a case card or a taught idea.



3. Say, point, draw or show your response.



4. Ask one kind question.



5. Check the teacher key together.



6. Move to the next stop. Everyone has time.



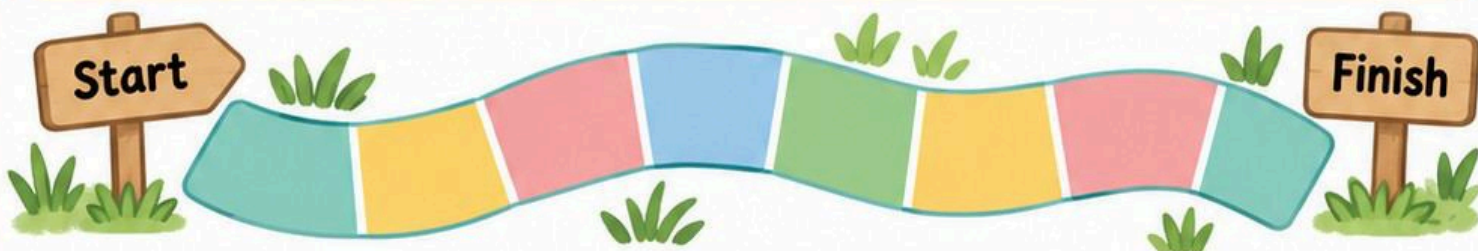
A worked turn



Card 1: What quality does Ren show?

Ren helps a classmate. This shows kindness.

Kind question: What action showed care?



You may play with an adult or puppet. No race. Use a large counter or point.

Our Caring Path

Small steps. A kinder world.

Start

1

Notice



Look at the clue

2

Ask



Ask a question

3

Compare



Notice alike and different

4 Explain



Give a reason

5

Apply



Show a caring action

6

Reflect



Think about what helped

Finish

Choose a card at each stop. Talk, point or show. Help each other.

♥ Caring Challenge Cards ✨

1

Ren helps a classmate.
What quality does the action show?



2

Amira offers a choice.
What could she say?



3

Kai keeps trying a model.
Name a quality and its action.



4

June uses pictures.
Show one respectful listening action.



5

Can one person have more than one positive quality?
Explain.



6

How could we welcome a new child who wants to watch?



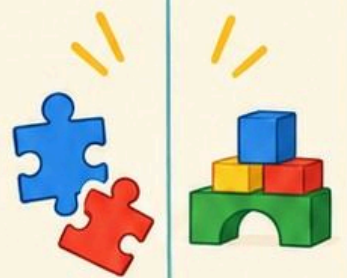
7

Ren wants a shared piece.
Show asking and waiting.



8

Ren likes puzzles.
Kai likes models.
Name a similarity or difference respectfully.



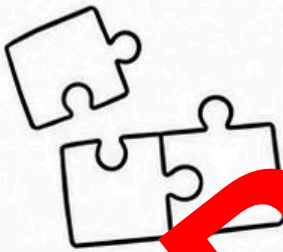
Check the teacher response criteria. More than one helpful response may work.

Name: _____

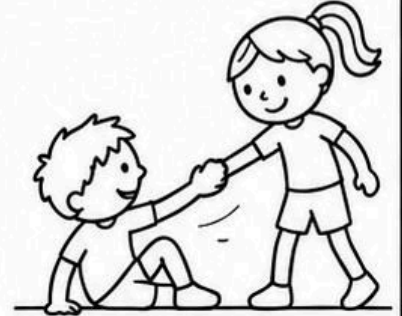
Many ways to be me

Use C1-1. Ren likes puzzles and helps a classmate.

An interest



An action that shows a quality



My explanation _____

Draw, point or tell an adult.

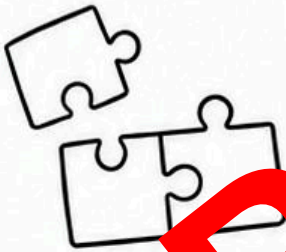
Name: **ANSWERS**

Many ways to be me

Use C1-1. Ren likes puzzles and helps a classmate.

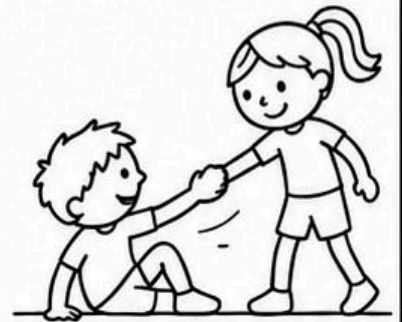
An interest

Puzzles



An action that shows a quality

Helping a classmate



My explanation _____

Ren shows kindness by helping.

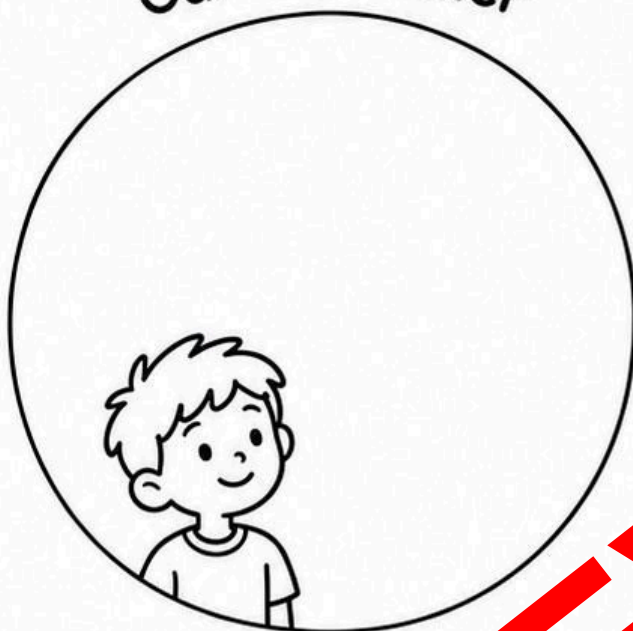
Draw, point or tell an adult.

Name: _____

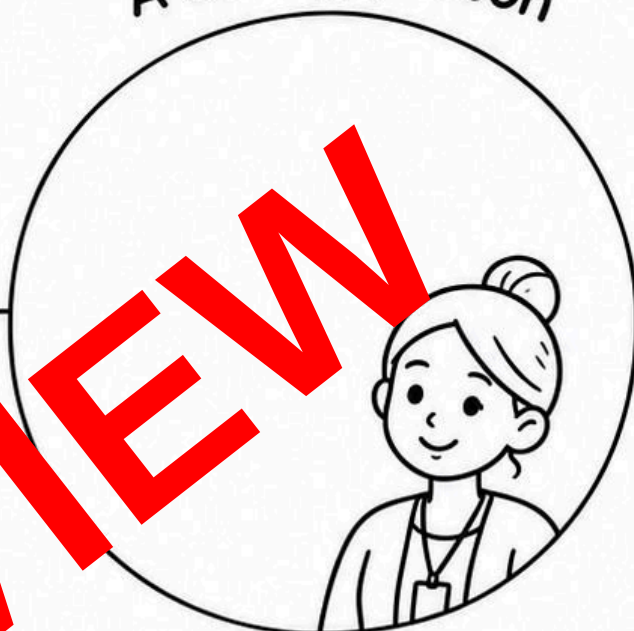
Use C1-7. Kai asks a caring teacher for help.

People in our world

Our character



A caring person



What the person does

PREVIEW

Draw, point or tell an adult.

Name: **ANSWERS**

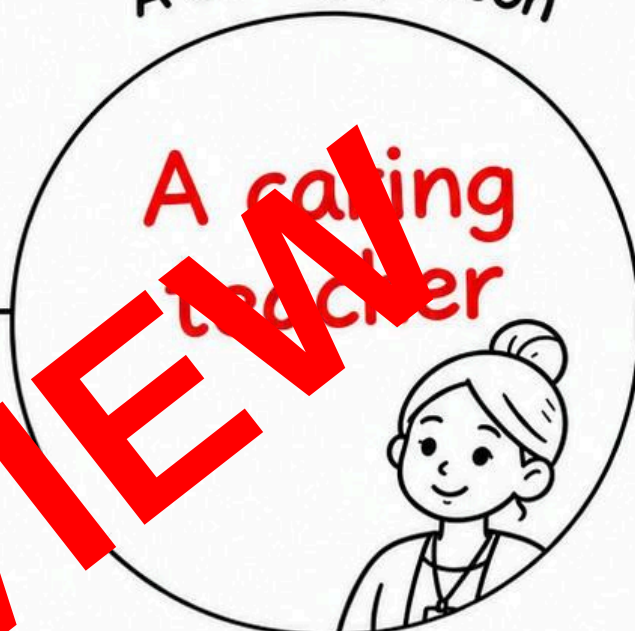
Use C1-7. Kai asks a caring teacher for help.

People in our world

Our character



A caring person



What the person does

The teacher helps Kai try
the next step.

Draw, point or tell an adult.

Name: _____

Listen in different ways

Use C1-4 and C1-8. June shares an idea using pictures.



Show a listening action.

PREVIEW

Eye contact is optional.

Why it helps.



Draw, point or tell an adult.

Name: **ANSWERS**

Listen in different ways

Use C1-4 and C1-8. June shares an idea using pictures.



Show a listening action.

Wait and check the picture.

Eye contact is optional.

Why it helps.

June has time to share the idea.

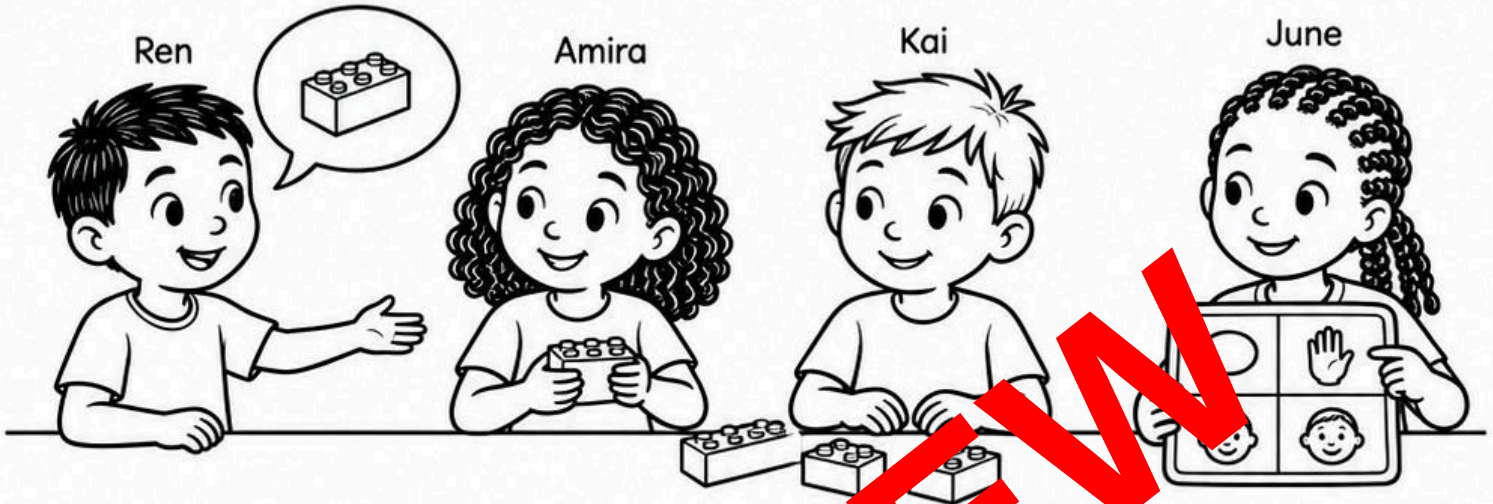


Draw, point or tell an adult.

Name: _____

Use C1-5. Ren wants a shared model piece.

Taking turns



Ask

Wait

Share

What can I do while waiting?

Draw, point or tell an adult.

Name: **ANSWERS**

Use C1-5. Ren wants a shared model piece.

Taking turns



Ask

May I have
a turn?

Wait

Wait for
an answer.

Share

Pass the piece
when ready.

What can I do while waiting?

Try another piece while waiting.

Draw, point or tell an adult.

Name: _____

Similar and different

Use C1-1 and C1-3. Ren likes puzzles. Kai likes models.

Ren



Kai



Ren enjoys

Kai enjoys

A respectful idea

Name something alike or different. Both choices matter.



Amira

June

Draw, point or tell an adult.

Name: **ANSWERS**

Similar and different

Use C1-1 and C1-3. Ren likes puzzles. Kai likes models.

Ren



Kai



Ren enjoys

Puzzles

Kai enjoys

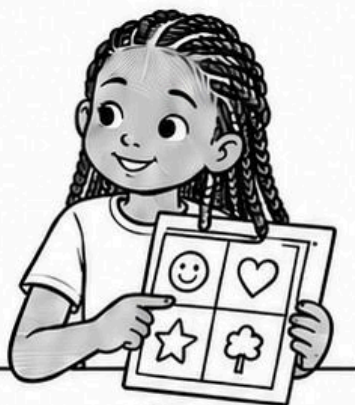
Building models

A respectful idea

Name something alike or different. Both choices matter.



Amira



June

**Both enjoy making
or solving.
Their activities differ.**

Draw, point or tell an adult.

Name: _____

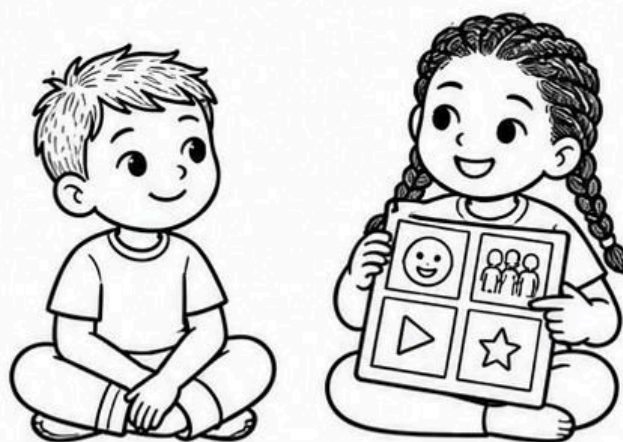
Choose helpful words

Use C1-6. A child wants to watch first.



Circle or point to helpful reply.

Show a caring action



Why it helps.

Draw, point or tell an adult.

Name: **ANSWERS**

Choose helpful words

Use C1-6. A child wants to watch first.



Circle or point to a helpful reply.

Show a caring action.

Offer a choice and give space.



Why it helps.

The child can choose when to join.

Draw, point or tell an adult.

Name: _____

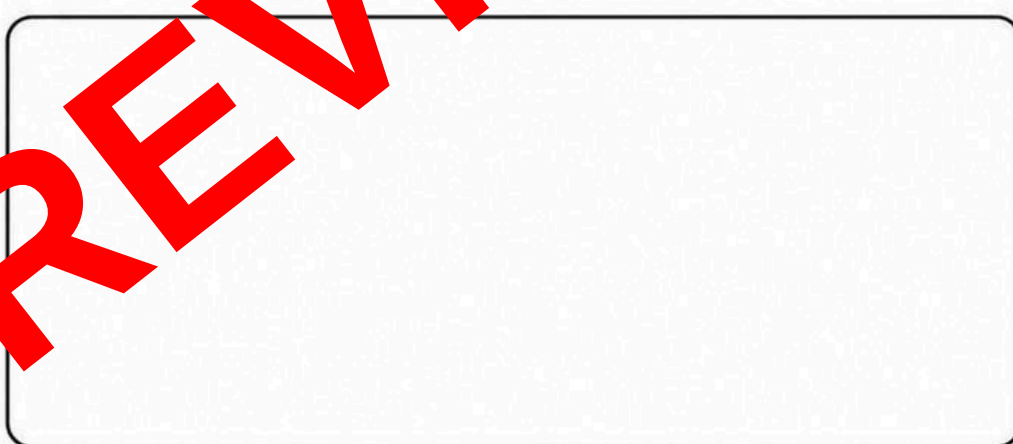
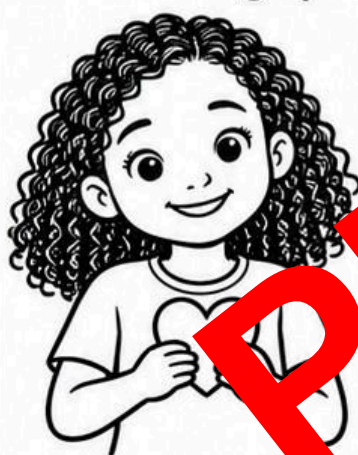
Identity and interaction

Practise with Kai or another supplied character.

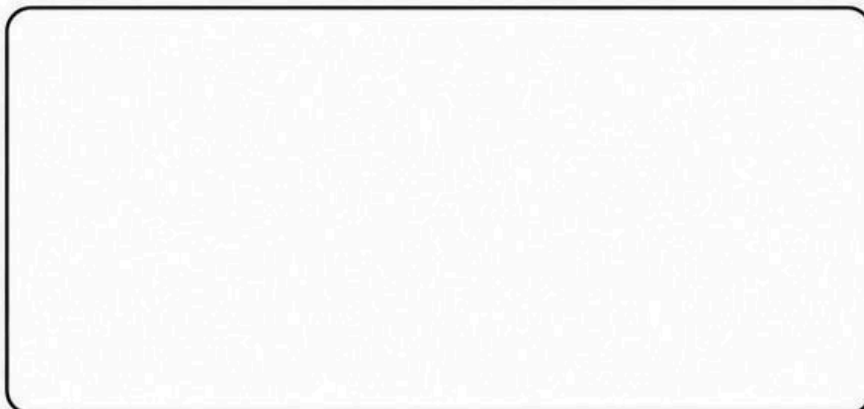
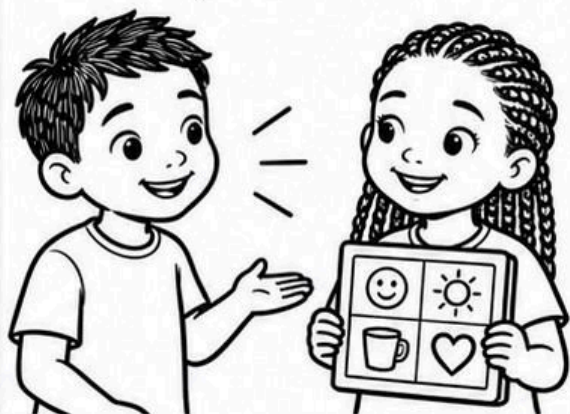
A quality and its action



A caring person



A respectful skill



Draw, point, speak or use AAC. This is practice for the assessment.

Draw, point or tell an adult.

Name: **ANSWERS**

Identity and interaction

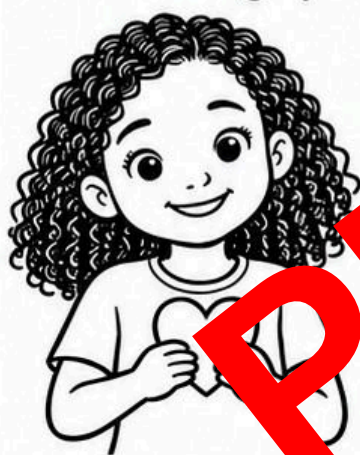
Practise with Kai or another supplied character.

A quality and its action



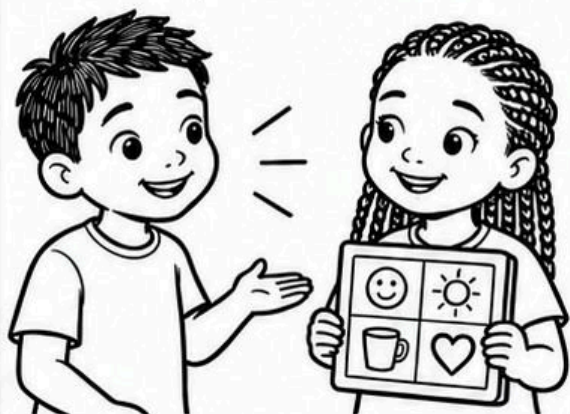
Persistence: Kai keeps trying.

A caring person



Amira offers a choice.

A respectful skill



Kai asks for help and waits.

Name: _____

Use a fictional class or our class.

Our caring class



Ren



Amira

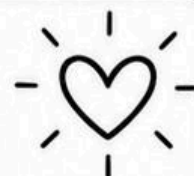


Kai

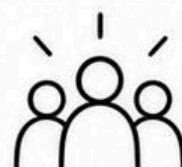


Lune

A caring class action



Who it helps



How we can notice



A made-up example is welcome.

Draw, point or tell an adult.

Name: **ANSWERS**

Use a fictional class or our class.

Our caring class



Ren



Amira



Kai



June

A caring class action



Give time to share ideas.

Who it helps

June and other classmates.



How we can notice

We wait and check each message.



A made-up example is welcome.

Draw, point or tell an adult.

Name: _____

Caring puppet stories

Optional Lesson 9. Ren helps find a material. Amira offers a choice.

① A puppet cannot find a material.



② A puppet wants to watch first.



Choose one scene.

A caring response

PREVIEW

The quality I notice

Draw, point or tell an adult.



Ren



Amira



Kai



June

Name: **ANSWERS**

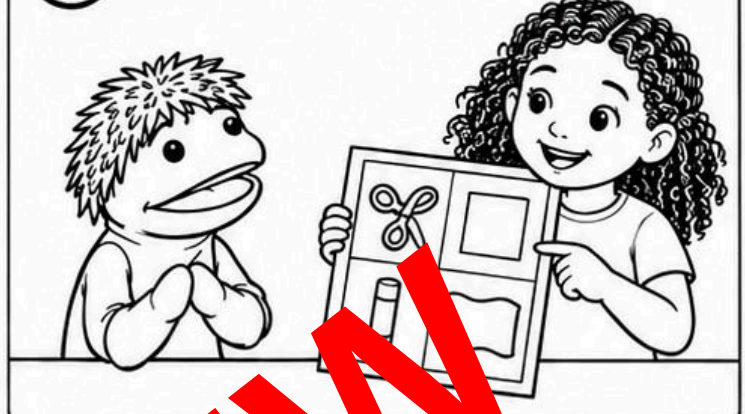
Caring puppet stories

Optional Lesson 9. Ren helps find a material. Amira offers a choice.

① A puppet cannot find a material.



② A puppet wants to watch first.



Choose one scene.

A caring response

Help look for the material.

The quality I notice

Kindness: helping shows care.

Draw, point or tell an adult.



Ren



Amira



Kai

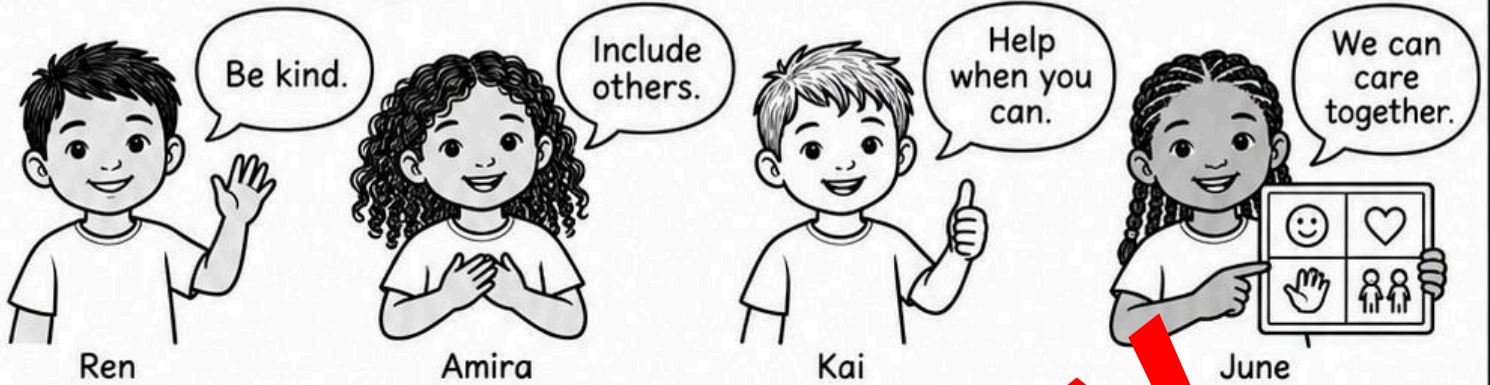


June

Name: _____

Optional Lesson 10. Use a shared model or picture-sorting task.

Caring words and actions



Our shared task

My caring reminder

Why it helps

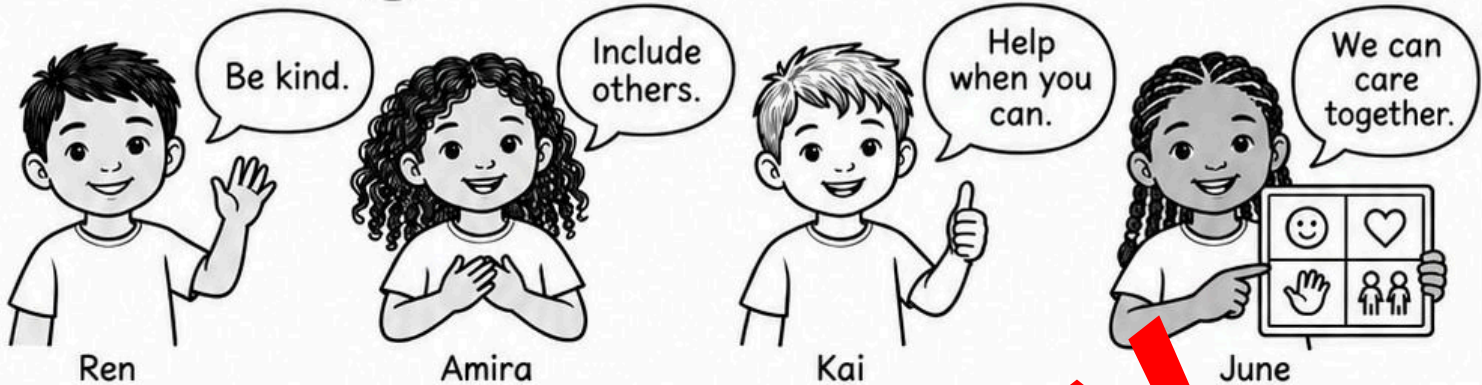
Use a taught phrase or action. Drawing, pointing or scribing is welcome.



Name: **ANSWERS**

Optional Lesson 10. Use a shared model or picture-sorting task.

Caring words and actions



Our shared task

Building a model.

My caring reminder

May I have a turn?

Why it helps

Asking and waiting give others time.

Use a taught phrase or action. Drawing, pointing or scribing is welcome.



Quiz: Me and My People

Open Me and My People – Foundation – Quiz.pptx. It contains 24 slides: a cover, response instructions, ten question-and-explanation pairs, a reflection and closing. Read prompts aloud. Invite pointing, speech, pictures or AAC. Reveal the next explanation slide after learners offer an idea and a reason.

The questions revisit interests and qualities, caring actions, picture communication, waiting for a turn, respectful differences, real choices, asking for help and caring participation. Ask “What action is the evidence?” and “How does it help?” rather than scoring confidence or speed.

Use responses to choose feedback or a short rehearsal. If a child chooses an interest with a quality, model the contrast using Ren. If a child forces a choice, revisit Ren and rehearse an invitation that allows watching. If a child equates listening with eye contact, revisit June and check her picture message.

Quiz success does not replace the map, observed interaction and conference evidence. Gather those in the eight core lessons. Use the supplied explanation slides as teacher guidance; accept other defensible answers with appropriate evidence.

PREVIEW

Name: _____

Me and My People: My Map

Choose Kai or another fictional character. You may choose yourself privately.

Draw, point, speak or use AAC. An adult can record your ideas.



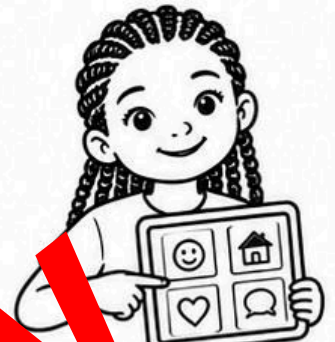
Kai



Amira



Ren



June

An interest or quality

An action that shows
the quality

A caring person and their caring action

Explain your map to an adult.



Name: _____

Date: _____

Me and My People: Show and Explain

Show one respectful skill with a puppet, teacher or chosen partner.

Ask for a turn



Wait and check
a message



Offer a real
choice



Ask kindly
for help



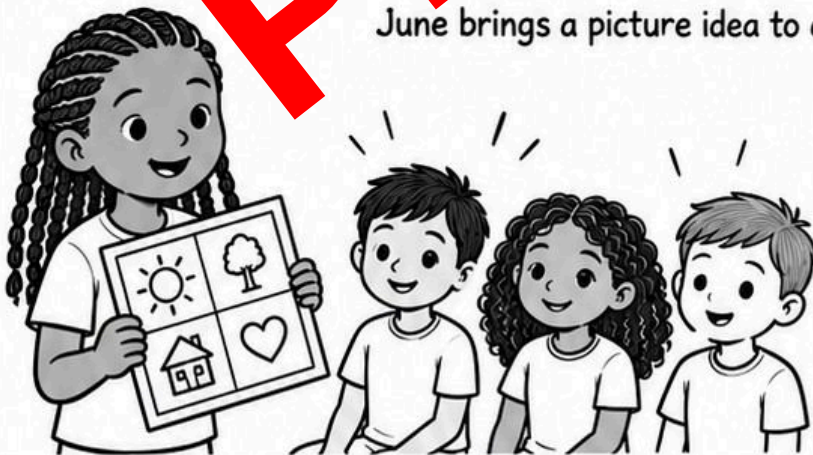
Choose a taught skill. Words, gestures, pictures and all count.

What the learner showed:

The learner's explanation:

PREVIEW

June brings a picture idea to a new group. What could the group do?



Response:

Quality and action named

☐

Caring person and action
identified

☐

Respectful skill
demonstrated

☐

Complete by the end of core Lesson 8. Do not assess eye contact or handwriting.

Name: _____

Me and My People: Teacher Rubric



Ren



Amira



Kai



June

Dimension	Supported / incomplete	Independent / sound	Transfer
Understanding	Still needs teaching to link a quality of caring person to an action.	Names a quality and caring person and relevant actions.	Explains both links in a new fictional example.
Evidence / process	Action is missing or not clear.	Shows a taught respectful skill and identifies what happened.	Adapts the skill to a new group or changed task.
Explanation / use	Reason does not yet connect with the action.	Explains how the caring or respectful action helps.	Gives a reason for a helpful alternative when the context changes.
Reflection	Needs teaching to notice a caring effect.	Identifies what helped someone take part.	Suggests a practical change that respects another choice.

Communication support, AAC, pointing or scribing does not lower achievement.
Assess learning, not eye contact, neatness, confidence or private family information.

Lesson 1

Many ways to be me



Our learning

I can name an interest and a quantity.

PREVIEW

Notice and think

An interest is something we enjoy. Its quantity is shown by what we do.

PREVIEW

Ren enjoys puzzles

Ren likes finding where puzzle pieces go. This is an interest.



PREVIEW

Ren shows kindness

Ren helps another child find materials. Helping shows kindness.



Together

Offer puzzle, picture, model and helping clues. Match a clue to Ren. Explain whether it shows an interest or an action.

PREVIEW

Your activity

Use W01. Choose Ren or a made-up child. Draw an interest and an action that shows a quality. You may choose yourself privately.

PREVIEW

Our check

Which part shows an interest? Which action shows a quality? A person can have several qualities.

PREVIEW

Our reflection

A quality I noticed was kindness. I noticed it when Ren helped.

PREVIEW

Well Done!



Lesson 2

People in our world



Our learning

I can name a caring person and what they do.

PREVIEW

Notice and think

People in our world may be family, friends, teachers or other caring people.

PREVIEW

A caring connection

Ren helps a classmate find materials. A friend can show care through an action.



A teacher can help

Kai asks a caring teacher for help with a model. The teacher listens and helps Kai try the next step.



PREVIEW

Together

Place a character in the centre of a connection mat. Add a caring person nearby. Tell how that person helps.

PREVIEW

Your activity

Use W02. Choose Kai or a supplied character. Draw a caring person and link them to the character. Add a picture of the caring action.

PREVIEW

Our check

Who is the caring person? What can they do? You may use a fictional connection instead of private family information.

PREVIEW

Our reflection

A caring teacher helps Kai try again. Caring connections can look different.

PREVIEW

Well Done!



Lesson 3

Listen in different ways



Our learning

I can give someone time to share an idea.

PREVIEW

Notice and think

People can share with speech, signs, gesture or pictures.

PREVIEW

June shares an idea

June points to pictures to share an idea. Pictures are one way to communicate.



PREVIEW

A respectful response

Ren waits for June to finish. Ren points to the chosen picture and checks: Is this your idea?



Together

The teacher models listening to a puppet. Wait, notice the message, then check it. Looking into someone's eyes is optional.

PREVIEW

Your activity

Use W03 and picture choices. Take turns showing a simple preference. Speak, point, gesture or use AAC. A teacher or puppet partner is welcome.

PREVIEW

Our check

How did you show that you noticed the message? Waiting or checking can show attention without eye contact.

PREVIEW

Our reflection

I can wait and check a message. Everyone needs a way to share.

PREVIEW

Well Done!



Lesson 4

Taking Turns



Our learning

I can ask, wait and share a turn

PREVIEW

Notice and think

A turn gives someone time to use a shared object or share an idea.

PREVIEW

Asking for a turn

Kai is using a model piece. Ren asks

May I have a turn when you finish



PREVIEW

Waiting for an answer

Kai says: After this piece. Ren waits
or chooses another piece. Nobody
needs to grab or hurry



PREVIEW

Together

Use a puppet and one large object. Model asking, waiting for an answer and passing safely. Repeat with changed roles.

PREVIEW

Your activity

Use W04. Practise with a partner, group or teacher. Use words, a turn card, gesture or A.C. Record the routine with pictures.

PREVIEW

Our check

What can you do while waiting? What can you do if the object is still in use? Ask a teacher to help plan turns if needed.

PREVIEW

Our reflection

A respectful turn includes asking and waiting. Everyone has time to respond.

PREVIEW

Well Done!



Lesson 5

Similar and Different



Our learning

I can notice a similarity and a difference respectfully.

PREVIEW

Notice and think

Similar means alike in one way. Different means not the same in one way.

PREVIEW

Two interests

Ren enjoys puzzles. Kai enjoys building a model. They enjoy different activities.



A shared quality

Ren helps a classmate. Kai asks for help and keeps trying. Both can care about others and learn with support.



Together

Compare activity pictures, then compare actions. Talk about one feature at a time. Different choices can both be welcome.

PREVIEW

Your activity

Use W05. Compare Ren and Kai. Draw their different activities and a way both can take part respectfully. Explain without better-or-worse labels.

PREVIEW

Our check

Can friends like different things? How can both take part?

Offer a choice rather than making one preference the winner.

PREVIEW

Our reflection

We can have things in common and enjoy different activities.

PREVIEW

Well Done!



Lesson 6

Choose helpful words



Our learning

I can choose words or actions that offer respect.

PREVIEW

Notice and think

An invitation gives someone a choice. A person may join, watch or choose another activity.

PREVIEW

Amira offers a choice

Amira notices a child is left out. She asks: Would you like to join us or watch first?



Respecting the answer

The child chooses to watch. Amira says: You are welcome when you are ready. She gives the child space



PREVIEW

Together

Compare an invitation with an order. In a game: Would you like a turn? and It is okay to watch.

PREVIEW

Your activity

Use W06. Choose a helpful response for Amir. Practise it with a puppet. You may speak, point to a phrase, gesture or use AAC.

PREVIEW

Our check

Does your response give a real choice? What could you say after no or not yet?

PREVIEW

Our reflection

Helpful words can invite someone and respect their choice.

PREVIEW

Well Done!



Lesson 7

Identity and Interaction



Our learning

I can show a quality, a caring connection and a respectful skill.

PREVIEW

Notice and think

Our picture map and demonstration show what we have learned.

PREVIEW

A model picture map

Kai enjoys models and keeps trying

A caring teacher helps Kai with the

next step. The map connects a

quality with an action.



A model interaction

Kai asks for help and listens to the reply. Pointing to a help symbol also shows the request. Explain what the action helps.



Together

Rehearse the task using W07. Identify an interest or quality, a caring person and a caring action. Practise a respectful exchange.

PREVIEW

Your activity

Complete Assessment 1 with a fictional character or optional personal example. They should show one taught skill with a puppet, teacher or partner.

PREVIEW

Our check

Can you show the action that supports your quality? Can you name the caring person and demonstrate the respectful skill?

PREVIEW

Our reflection

We can show our ideas in different ways. An adult can record our explanation.

PREVIEW

Well Done!



Lesson 8

Our caring class



Our learning

I can help our class care for different people

PREVIEW

Notice and think

A class agreement describes an alternative way of practising.

PREVIEW

A useful agreement

We give people time to share an idea. This includes speech, gesture and pictures.



PREVIEW

An action that helps

Amira offers a choice. June
contributes an idea using pictures.
A caring class listens to both.



Together

Choose one agreement and act it out with puppets. Ask how the agreement helps a learner who is new or prefers to watch.

PREVIEW

Your activity

Use W08. Draw one caring action and explain who it helps.

Finish any short assessment conferences from Lesson 7.

PREVIEW

Our check

What can we notice when this agreement is working? Ask whether each child had time and a real choice.

PREVIEW

Our reflection

Our class can practise caring actions every day. Core learning and assessment are completed.

PREVIEW

Well Done!



Lesson 9
Caring qualities in
a puppet story
Optional



Our learning

I can connect a caring quality with an action.

This is optional practice.

PREVIEW

Notice and think

Optional practice uses the caring skills we already know.

PREVIEW

Ren's puppet story

Ren helps a puppet find a missing material. This action shows kindness.



Amira's puppet story

A puppet is unsure about joining.

Amira offers a choice and waits. This action shows respect.



PREVIEW

Together

Use two puppets or picture cards. Show a clear response to each story. Explain what quality the action shows.

PREVIEW

Your activity

Use optional W09. Draw a helpful response to either puppet scene, then explain the quality. You may point or dictate.

PREVIEW

Our check

What did the character do? How did that action show kindness or respect? More than one response may work.

PREVIEW

Our reflection

Optional stories help us practise what we already learned.

PREVIEW

Well Done!



Lesson 10
Our caring words
and actions
Optional



Our learning

I can use caring words during a shared task

This is optional practice.

PREVIEW

Notice and think

Optional practice helps us use familiar respectful actions together.

PREVIEW

A shared construction

Kai and Ren share large model pieces. Ren asks for a turn and waits for the answer.



A shared idea

June uses a picture to suggest the next piece. The group gives time and checks the idea before continuing.



Together

Work with a partner, puppet or adult. Make a simple model or sort picture cards. Share ideas and practise a taught phrase.

PREVIEW

Your activity

Use optional W10. Draw a reminder for a caring phrase or action you used. An adult can write the words you choose.

PREVIEW

Our check

What helped each person take part? What could we change so a person can watch, point or join later?

PREVIEW

Our reflection

Caring words and actions help us have a team. This lesson adds optional practice.

PREVIEW

Well Done!



Me and My People Unit Quiz



How to answer

Listen to each question. You may need to point, gesture, draw or use AAC. You may answer privately with an adult.

PREVIEW

Question 1

Can a person have more than one positive quality?

PREVIEW

Question 1: Our explanation

Yes. A person may be curious, kind and persistent. Look for actions that show each quality.

PREVIEW

Question 2

How can we show a new child respect?

PREVIEW

Question 2: Our explanation

Offer a choice. Give time to respond. Use their name respectfully. Invite them without making them join.

PREVIEW

Question 3

Ren enjoys puzzles and helps a classmate. Which action shows kindness?

PREVIEW

Question 3: Our explanation

Helping the classmate find materials shows kindness.

Enjoying puzzles is an interest.

PREVIEW

Question 4

June shares an idea using pictures. How can a listener help?

PREVIEW

Question 4: Our explanation

Wait for June to finish, notice the picture and check the message. Eye contact is optional

PREVIEW

Question 5

Kai is using a model piece that Ren would like to use. What could Ren do?

PREVIEW

Question 5: Our explanation

Ask for a turn and wait for an answer. Use another piece or ask a teacher to help plan turns.

PREVIEW

Question 6

Ren likes puzzles. Kai likes models. Can they be friends?

PREVIEW

Question 6: Our explanation

Yes. Friends can enjoy different activities. They can offer choices or choose an activity they both enjoy.

PREVIEW

Question 7

Amira invites a child to join. The child says no yet. What is a respectful reply?

PREVIEW

Question 7: Our explanation

It is okay to watch. You are welcome when you are ready.
Give the child space and accept the choice.

PREVIEW

Question 8

A drawing shows a caring person. What else helps explain the connection?

PREVIEW

Question 8: Our explanation

Tell or show what the person does to come. A fictional teacher or friend is a suitable example.

PREVIEW

Question 9

New story: June brings a picture idea to a new group. What can the group do?

PREVIEW

Question 9: Our explanation

Give June time. Notice and check the picture idea. Offer a real choice about taking part.

PREVIEW

Question 10

New story: Kai needs help in a different room. How could he show a request respectfully?

PREVIEW

Question 10: Our explanation

Ask a caring teacher, point to a help symbol or use AAC.

Explain what help is needed and give time for a response.

PREVIEW

Our reflection

Name or show one caring action you can practise. A fictional example is welcome.

PREVIEW

Well Done!

