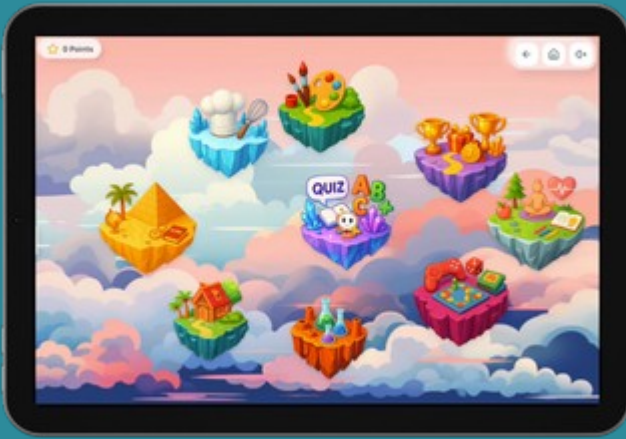


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My Qualities, My Identity - Year 1

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Teacher overview

Learning question

What makes each person unique, and how can qualities help us belong? This Year 1 Health unit explores qualities, action evidence, interests, roles and contributions.

Learning evidence

Children identify two qualities and support each with an action. They explain a part of their own or a fictional identity, describe another person's contribution respectfully, and apply their reasoning to a new case. One activity or appearance does not describe a whole person.

Core and full routes

Teach lessons 1–8 as the essential core. Complete the identity-web assessment in lesson 7 and the fresh transfer explanation/conference in lesson 8. Lessons 9–10 are optional reinforcement and add no essential assessment. Each lesson has its own complete 14-slide editable file.

Communication and access

Read all case and task wording aloud. Offer spoken, drawing, gestural, picture/symbol choices, a communication board/device or adult scribing. Allow processing time and oral rehearsal. Judge the action-to-quality reason, not handwriting, confidence, speech volume or eye contact. Supported communication can demonstrate any literacy level.

Privacy and safety

Every named case is fictional. Children may use these characters or a comfortable private example. Do not require personal or family disclosure, public self-praise, rankings or fixed ability labels. Offer a watch-first, pass or quiet role. Use large safe materials for practical rehearsal.

Resources and preparation

Display D1–D2; two pages of short fictional case cards; three-page cooperative game; ten practice pages and ten sample-answer pages; two assessment pages and two sample answers; one rubric; provide pencils, large blocks, picture choices and a quiet work option. Cut cards in advance if needed.

Conceptual source

Based on Australian Curriculum – Health and Physical Education: australiancurriculum.edu.au. Original fictional cases and original generated resource artwork; no third-party visual was copied.

Lesson files and teaching route

Ten separate lesson presentations

01. Qualities and actions

My Qualities, My Identity - Year 1 - Lesson 01 - Presentation.pptx

02. Many parts of identity

My Qualities, My Identity - Year 1 - Lesson 02 - Presentation.pptx

03. Evidence for a quality

My Qualities, My Identity - Year 1 - Lesson 03 - Presentation.pptx

04. Other people's qualities

My Qualities, My Identity - Year 1 - Lesson 04 - Presentation.pptx

05. Qualities can grow

My Qualities, My Identity - Year 1 - Lesson 05 - Presentation.pptx

06. Respectful descriptions

My Qualities, My Identity - Year 1 - Lesson 06 - Presentation.pptx

07. Identity explanation

My Qualities, My Identity - Year 1 - Lesson 07 - Presentation.pptx

08. New context

My Qualities, My Identity - Year 1 - Lesson 08 - Presentation.pptx

09. The same quality in a new setting (Optional)

My Qualities, My Identity - Year 1 - Lesson 09 - Presentation.pptx

10. Qualities in a cooperative task (optional)

My Qualities, My Identity - Year 1 - Lesson 10 - Presentation.pptx

Eight-session core

Sessions 1–8 use matching lesson files in order. Use the opening, recall, vocabulary, model steps, guided reasoning, check, reasoning, reflection and closing in that file. No combined presentation is required.

Full ten-lesson route

After the completed core, use 09 for transfer to another activity and 10 for noticing qualities during a cooperative task. These optional sessions consolidate existing learning. Do not defer essential assessment to them.

Quiz file

My Qualities, My Identity - Year 1 - Quiz.pptx

The 24-slide quiz contains ten questions with separate reasoning slides. Use questions 1–8 for formative checks before the core assessment. Reserve questions 9–10 and their reasoning slides for feedback after the lesson 8 transfer conference.

Lesson 1: Qualities and actions

Purpose and preparation

I can name a quality and show the action that supports it.

Lesson 01 presentation; W01 and its sample answer; D1–D2 and relevant HE01–HE08 case cards.

Read the cases aloud; prepare pencils, large cards and picture choices. Offer adult scribing or a communication board/device.

Recall — 5 minutes

Ren has a blue shirt. Ren helps Eli find glue. Which detail tells us about a quality? Ask for the action that supports a proposed quality.

Model — 10 minutes

Teach the vocabulary on slide 4. Then model slides 5–7: Notice: Ren helps Eli find the glue. Name the quality: helpful or kind. Explain: Ren is helpful because Ren helps Eli find materials.

Guided rehearsal — 15 minutes

Amira offers June a choice. Could that show kindness? Think of the action you noticed. Rehearse a reason with a partner or adult. Read the relevant case again; ask what was actually done. Give choices without supplying the reason.

Application — 10 minutes

Work with HE01, HE03 and HE04. Match each action to kind, helpful or persistent. More than one word may fit.

1. Choose one card and notice the action.
2. Say, draw or select a quality.
3. Complete W01 and explain your choice.

Feedback — 5 minutes

Does a blue shirt prove kindness? How could we find better evidence?

Possible reasoning: A shirt describes appearance. An action, such as helping someone, supports a quality. Accept a different defensible quality when it is linked to the action.

Reflection — 5 minutes

Name one quality and one action that could show it. Record the learner's words, picture choices or gestures and the support used.

Support, extension and safety

Offer two quality choices and one short case. Accept pointing, a gesture, picture selection, a communication board/device, oral rehearsal or adult scribing. Ask for the same action-to-quality reason.

Ask how the quality could show in another setting, or what one action cannot tell us. Avoid extra handwriting load.

Use fictional or comfortable private examples; no ranking, forced disclosure or required eye contact.

Lesson 2: Many parts of identity

Purpose and preparation

I can explain several parts of a fictional person's identity.

Lesson 02 presentation; W02 and its sample answer; D1–D2 and relevant HE01–HE08 case cards.

Read the cases aloud; prepare pencils, large cards and picture choices. Offer adult scribing or a communication board/device.

Recall — 5 minutes

In HE01, what did Ren do? Which quality could the action show? Ask for the action that supports a proposed quality.

Model — 10 minutes

Teach the vocabulary on slide 4. Then model slides 5–7: Put Ren in the middle of a web. Add enjoys puzzles, classmate and helpful. Link helpful to Ren helping Eli with materials.

Guided rehearsal — 15 minutes

Use HE06. June contributes ideas using pictures. Which words could describe June's contribution? Rehearse a reason with a partner or adult. Rehearse the relevant case again; ask what was actually done. Give choices without supplying the reason.

Application — 10 minutes

Build a fictional identity web for Ren. Add an interest, a role and a quality with an action.

1. Read HE02 and choose or draw three ideas.
2. Connect the ideas to Ren in Web.
3. Explain one link with because.

Feedback — 5 minutes

Can two classmates have different interests and still belong?

Possible reasoning: Yes, people can share a role and belong while having different interests and qualities. Accept a different defensible quality when it is linked to the action.

Reflection — 5 minutes

Tell or show two different parts of Ren's identity. Record the learner's words, picture choices or gestures and the support used.

Support, extension and safety

Offer two quality choices and one short case. Accept pointing, a gesture, picture selection, a communication board/device, oral rehearsal or adult scribing. Ask for the same action-to-quality reason.

Ask how the quality could show in another setting, or what one action cannot tell us. Avoid extra handwriting load.

Use fictional or comfortable private examples; no ranking, forced disclosure or required eye contact.

Lesson 3: Evidence for a quality

Purpose and preparation

I can explain a quality using a because sentence.

Lesson 03 presentation; W03 and its sample answer; D1–D2 and relevant HE01–HE08 case cards.

Read the cases aloud; prepare pencils, large cards and picture choices. Offer adult scribing or a communication board/device.

Recall — 5 minutes

Is helpful a quality, an interest or a colour? Explain your choice. Ask for the action that supports a proposed quality.

Model — 10 minutes

Teach the vocabulary on slide 4. Then model slides 5–7: Notice HE04: Kai asks for help and changes the base. Choose persistent because Kai tries again. Say: Kai is persistent because Kai tries a new base after the model falls.

Guided rehearsal — 15 minutes

Try HE03 together. Amira is kind because ... Which action completes the sentence? Rehearse a reason with a partner or adult. Read the relevant case again; ask what was actually done. Give choices without supplying the reason.

Application — 10 minutes

Read two short fictional cases. Find the action that supports each quality. Use W03.

1. Choose a quality for each case.
2. Circle or point to the supporting action.
3. Say or record a because sentence.

Feedback — 5 minutes

Does saying Kai is persistent have evidence? What evidence could replace it?

Possible reasoning: Kai asks for help and tries again. We describe actions without ranking people. Accept a different defensible quality when it is linked to the action.

Reflection — 5 minutes

Complete: A useful reason tells us what the person ... Record the learner's words, picture choices or gestures and the support used.

Support, extension and safety

Offer two quality choices and one short case. Accept pointing, a gesture, picture selection, a communication board/device, oral rehearsal or adult scribing. Ask for the same action-to-quality reason.

Ask how the quality could show in another setting, or what one action cannot tell us. Avoid extra handwriting load.

Use fictional or comfortable private examples; no ranking, forced disclosure or required eye contact.

Lesson 4: Other people's qualities

Purpose and preparation

I can explain how two people each contribute.

Lesson 04 presentation; W04 and its sample answer; D1–D2 and relevant HE01–HE08 case cards.

Read the cases aloud; prepare pencils, large cards and picture choices. Offer adult scribing or a communication board/device.

Recall — 5 minutes

Amira includes June. What did Amira do that helped? Ask for the action that supports a proposed quality.

Model — 10 minutes

Teach the vocabulary on slide 4. Then model slides 5–7: Notice HE01: June helps find materials. Notice HE06: June suggests a bridge using pictures. Ren contributes. June contributes an idea. Both contributions matter.

Guided rehearsal — 15 minutes

Which other quality could fit June's action? Accept thoughtful or creative with a clear reason. Rehearse a reason with a partner or adult. Read the relevant case again; ask what was actually done. Give choices without supplying the reason.

Application — 10 minutes

Compare Ren and June in W04. Describe an action and contribution for each person.

1. Read the two cards with a partner.
2. Record one action for each character.
3. Explain how each action helps the group.

Feedback — 5 minutes

Must everyone contribute by speaking or doing the same job?

Possible reasoning: No. People can share ideas, help, notice or organise in different ways.

Accept a different, sensible quality when it is linked to the action.

Reflection — 5 minutes

Describe one contribution without saying who is better. Record the learner's words, picture choices or gestures and the support used.

Support, extension and safety

Offer two quality choices and one short case. Accept pointing, a gesture, picture selection, a communication board/device, oral rehearsal or adult scribing. Ask for the same action-to-quality reason.

Ask how the quality could show in another setting, or what one action cannot tell us. Avoid extra handwriting load.

Use fictional or comfortable private examples; no ranking, forced disclosure or required eye contact.

Lesson 5: Qualities can grow

Purpose and preparation

I can choose a small action that helps a quality grow.

Lesson 05 presentation; W05 and its sample answer; D1–D2 and relevant HE01–HE08 case cards.

Read the cases aloud; prepare pencils, large cards and picture choices. Offer adult scribing or a communication board/device.

Recall — 5 minutes

What did Kai do when the model fell? What could Kai try next? Ask for the action that supports a proposed quality.

Model — 10 minutes

Teach the vocabulary on slide 4. Then model slides 5–7: Kai wants help now but the adult is helping Ren. Kai chooses a quiet puzzle while waiting. Kai asks politely when the adult is ready. This is practising patience.

Guided rehearsal — 15 minutes

Offer two choices: grab materials or ask for a turn. Which helps patience? Explain safely. Rehearse a reason with a partner or adult. Read the relevant case again; ask what was actually done. Give choices without supplying the reason.

Application — 10 minutes

Use HE05 and W05 to plan a small, realistic, practical step for Kai.

1. Notice what Kai wants and what is happening.
2. Choose a safe action and a source of help.
3. Explain how practising will help.

Feedback — 5 minutes

If Kai needs reminders, how often can Kai be patient?

Possible reasoning: No. A quality can grow. Support and another try can help. Accept a different desirable quality when it is linked to the action.

Reflection — 5 minutes

Name a small practice step for a fictional character. Record the learner's words, picture choices or gestures and the support used.

Support, extension and safety

Offer two quality choices and one short case. Accept pointing, a gesture, picture selection, a communication board/device, oral rehearsal or adult scribing. Ask for the same action-to-quality reason.

Ask how the quality could show in another setting, or what one action cannot tell us. Avoid extra handwriting load.

Use fictional or comfortable private examples; no ranking, forced disclosure or required eye contact.

Lesson 6: Respectful descriptions

Purpose and preparation

I can describe an action with respectful words.

Lesson 06 presentation; W06 and its sample answer; D1–D2 and relevant HE01–HE08 case cards.

Read the cases aloud; prepare pencils, large cards and picture choices. Offer adult scribing or a communication board/device.

Recall — 5 minutes

How do Ren and June each help the group? Give a specific action. Ask for the action that supports a proposed quality.

Model — 10 minutes

Teach the vocabulary on slide 4. Then model slides 5–7: An unhelpful model says June cannot help. The evidence says June shares an idea using pictures. A respectful description says June is creative because June suggests a bridge design.

Guided rehearsal — 15 minutes

Change Kai is hopeless to a description of what Kai did and one helpful next step. Rehearse a reason with a partner or adult. Read the relevant case again. Ask what was actually done. Give choices without supplying the reason.

Application — 10 minutes

Rehearse a respectful description with a partner using W06. You may speak, select pictures or dictate.

1. Choose HE04 or HE06.
2. Name the action you noticed.
3. Offer a respectful description or choice of help.

Feedback — 5 minutes

Is looking into someone's eyes the only way to show respect?

Possible reasoning: No. People can listen and respond in different ways, including using pictures or gestures. Accept a different defensible quality when it is linked to the action.

Reflection — 5 minutes

Complete: I noticed ... This helped ... Record the learner's words, picture choices or gestures and the support used.

Support, extension and safety

Offer two quality choices and one short case. Accept pointing, a gesture, picture selection, a communication board/device, oral rehearsal or adult scribing. Ask for the same action-to-quality reason.

Ask how the quality could show in another setting, or what one action cannot tell us. Avoid extra handwriting load.

Use fictional or comfortable private examples; no ranking, forced disclosure or required eye contact.

Lesson 7: Identity explanation

Purpose and preparation

I can explain two qualities and how another person contributes.

Lesson 07 presentation; W07 and its sample answer; D1–D2 and relevant HE01–HE08 case cards. Assessment pages and rubric; collect evidence within the core.

Read the cases aloud; prepare pencils, large cards and picture choices. Offer adult scribing or a communication board/device.

Recall — 5 minutes

What belongs in an identity web besides one activity? Ask for the action that supports a proposed quality.

Model — 10 minutes

Teach the vocabulary on slide 4. Then model slides 5–7: Model Ren: helpful because Ren finds materials. Model a second quality: kind because Ren offers help. Add Juno: Juno contributes ideas. Different contributions help the group.

Guided rehearsal — 15 minutes

Build a practice web in W07. Check two qualities each have an action and another person has a contribution. Rehearse a reason with a partner or adult. Read the relevant case again; ask what was actually done. Give choices without supplying the action.

Application — 10 minutes

Use the two assessment pages. Explain an identity web and another person's qualities. An adult can record your reasoning.

1. Choose Ren, Kai, Amira or Juno for a comfortable private example.
2. Explain two qualities using actions.
3. Explain how another person's quality contributes to who they are.

Feedback — 5 minutes

How does the action support the quality? What else is part of this person's identity?

Possible reasoning: accept a clear claim linked to an action. Different defensible qualities may use the same action. Accept a different defensible quality when it is linked to the action.

Reflection — 5 minutes

Check: two qualities, action evidence and another person's contribution. Record the learner's words, picture choices or gestures and the support used.

Support, extension and safety

Offer two quality choices and one short case. Accept pointing, a gesture, picture selection, a communication board/device, oral rehearsal or adult scribing. Ask for the same action-to-quality reason.

Ask how the quality could show in another setting, or what one action cannot tell us. Avoid extra handwriting load.

Use fictional or comfortable private examples; no ranking, forced disclosure or required eye contact.

Lesson 8: New context

Purpose and preparation

I can explain how a quality may show in another setting.

Lesson 08 presentation; W08 and its sample answer; D1–D2 and relevant HE01–HE08 case cards. Assessment pages and rubric; collect evidence within the core.

Read the cases aloud; prepare pencils, large cards and picture choices. Offer adult scribing or a communication board/device.

Recall — 5 minutes

Ren helps Eli at school. Which action shows helpfulness? Ask for the action that supports a proposed quality.

Model — 10 minutes

Teach the vocabulary on slide 4. Then model slides 5–7: At school Ren helps find glue. At home Ren helps find craft materials. Both actions can show helpfulness. Ren can also have other interests and qualities.

Guided rehearsal — 15 minutes

In HE08, Amira asks to watch before joining. Offer a well-timed choice without pressure. Rehearse a reason with a partner or adult. Read the relevant case again; ask what was actually done. Give choices without supplying the reason.

Application — 10 minutes

Use W08 and a fresh transfer scene. Complete the final assessment conference in the eight-lesson core.

1. Compare school and home actions.
2. Choose evidence for the same quality.
3. Explain a respectful choice to a new group.

Feedback — 5 minutes

Would one person want to help prove that a person has no helpful qualities?

Possible reasoning: No. One action gives some evidence. People have many qualities and can develop them. Accept a different defensible quality when it is linked to the action.

Reflection — 5 minutes

Explain one quality in a new setting using because. Record the learner's words, picture choices or gestures and the support used.

Support, extension and safety

Offer two quality choices and one short case. Accept pointing, a gesture, picture selection, a communication board/device, oral rehearsal or adult scribing. Ask for the same action-to-quality reason.

Ask how the quality could show in another setting, or what one action cannot tell us. Avoid extra handwriting load.

Use fictional or comfortable private examples; no ranking, forced disclosure or required eye contact.

Lesson 9: The same quality in a new setting – Optional

Purpose and preparation

I can compare actions that show a familiar quality.

Lesson 09 presentation; W09 and its sample answer; D1–D2 and relevant HE01–HE08 case cards.

Read the cases aloud; prepare pencils, large cards and picture choices. Offer adult scribing or a communication board/device.

Recall — 5 minutes

Recall Ren helping at school and at home. What stays similar? Ask for the action that supports a proposed quality.

Model — 10 minutes

Teach the vocabulary on slide 4. Then model slides 5–7: Kai keeps trying a model and asks for help. In a new fictional scene, Kai tries a puzzle, checks a picture and asks for help. Both can show persistence. Asking for help can be part of trying.

Guided rehearsal — 15 minutes

Compare two familiar cases. Choose a quality and explain the action rather than copying a label. Rehearse a reason with a partner or adult. Read the relevant case again; ask what was actually done. Give choices without supplying the reason.

Application — 10 minutes

Use W09 to compare Kai's model and puzzle scenes. This lesson adds no required assessment.

1. Read or hear both fictional scenes.
2. Record an action from
3. Explain the quality with a because sentence.

Feedback — 5 minutes

Must persistence always mean doing everything alone?

Possible reasoning: No. Trying a new approach and seeking useful help can both show persistence. Accept a different defensible quality when it is linked to the action.

Reflection — 5 minutes

Share one comparison or choose a picture to show it. Record the learner's words, picture choices or gestures and the support used.

Support, extension and safety

Offer two quality choices and one short case. Accept pointing, a gesture, picture selection, a communication board/device, oral rehearsal or adult scribing. Ask for the same action-to-quality reason.

Ask how the quality could show in another setting, or what one action cannot tell us. Avoid extra handwriting load.

Use fictional or comfortable private examples; no ranking, forced disclosure or required eye contact.

Lesson 10: Qualities in a cooperative task – Optional

Purpose and preparation

I can notice how different actions help a group.

Lesson 10 presentation; W10 and its sample answer; D1–D2 and relevant HE01–HE08 case cards.

Read the cases aloud; prepare pencils, large cards and picture choices. Offer adult scribing or a communication board/device.

Recall — 5 minutes

Which actions helped Ren, Amira, Kai and June contribute? Ask for the action that supports a proposed quality.

Model — 10 minutes

Teach the vocabulary on slide 4. Then model slides 5–7: A group plan, create a bridge with pictures and large blocks. One person selects a design, one finds materials and one tests a base. The group notices each contribution without ranking proposals.

Guided rehearsal — 15 minutes

Model: I noticed you found materials. That helped us build. A person may choose another role or watch first. Rehearse a reason with a partner or adult. Read the relevant case again; ask what was actually done. Give choices without supplying the reason.

Application — 10 minutes

Work on a low-risk shared task. Use W10 to make fictional qualities reminder.

1. Choose a role or a way to share an idea.
2. Build, sort or plan together with large safe materials.
3. Describe one helpful action and make the reminder.

Feedback — 5 minutes

Can someone contribute using a picture, gesture or a quiet choice?

Possible reasoning: Yes. Different ways of sharing can help the group. Ask what works for the person. Accept a different defensible quality when it is linked to the action.

Reflection — 5 minutes

Name an action you would notice in a fictional group. Record the learner's words, picture choices or gestures and the support used.

Support, extension and safety

Offer two quality choices and one short case. Accept pointing, a gesture, picture selection, a communication board/device, oral rehearsal or adult scribing. Ask for the same action-to-quality reason.

Ask how the quality could show in another setting, or what one action cannot tell us. Avoid extra handwriting load.

Use fictional or comfortable private examples; no ranking, forced disclosure or required eye contact.

Cooperative game: teacher key

Set up and turn routine

Use the rules page, six-stop board and eight challenge cards. Two to four learners share one counter or point to the next stop. Move one stop each turn; choose a card; explain; check the action evidence together. This is a cooperative discussion, not a speed race. Learners may pass, ask for help or answer with pictures or gestures.

Worked turn

For HE01: Ren is helpful because Ren helps Eli find glue/materials. A blue shirt is appearance, not evidence of helpfulness. More than one quality can fit if the reason names a relevant action.

Cards 1–4

1. HE01: helpful or kind; helps Eli find glue/materials.
2. HE02: enjoys puzzles, is a classmate and is a helpful friend; name and two supported identity parts.
3. HE03: Amira offers June a spoken or picture choice; this supports inclusion and belonging.
4. HE04: Kai asks for help and tries a different base after the model falls; this supports persistence.

Cards 5–8

5. No. Family members can belong while having different interests. Do not request family disclosure.
6. No. Identity has many parts, including qualities, interests, roles, relationships and influences.
7. HE06: June shares a bright idea using pictures; creative/thoughtful contribution is useful.
8. HE07: Ren finds craft materials at home; helpfulness can show through a different action in a new setting.

Feedback criteria

A sound response links a quality, identity part or contribution to the actual case. Ask: What did the person do? How does that support your idea? Accept other relevant qualities with a defensible reason. Never rank the people or require a particular communication style.

Assessment: teacher guidance

Collect within lessons 7–8

Use the two assessment pages after guided practice with W07. In lesson 7, record two qualities with action evidence, an interest or role, and another person's quality/contribution. In lesson 8, complete the fresh June puzzle case and a short explanation conference.

Optional lessons are not prerequisites.

Fictional or private choice

A child can select Ren, Amira, Kai or June, or a comfortable private example. The first-person stems can be spoken in role as the chosen character. A child may decline to share personal details. Use the same reasoning expectations for every response route.

Administration

Read each prompt aloud. Offer picture choices and oral rehearsal without giving the action-to-quality reason. Scribe exactly what the learner communicates. Record the chosen person, action evidence, explanation and support used. Assess concepts rather than handwriting, reading speed or confidence.

Sample identity explanation

Ren is helpful because Ren helps Eli find glue. Ren is kind because Ren offers help. Ren enjoys puzzles and is a classmate. June is creative because June suggests a bridge with pictures; this is one part of being a creative classmate. Undefensible qualities may use the same action.

Fresh transfer

June checks a puzzle picture, changes a piece and asks for help. Persistent or thoughtful can fit, because June changes a support and seeks useful support. This is a new fictional scene, not an additional case record.

Rubric and next steps

Use Understanding, Evidence, Explanation and Reflection independently. Supported communication may demonstrate any level: independent reasoning is not independent handwriting or speech. A label alone needs action evidence; a sound explanation uses a reason; transfer uses fresh evidence and recognises the limits of one action. Give one concrete next step and a chance to respond again.

My Qualities, My Identity

Quality

A way a person can act.
Example: kind.



Strength

A quality or skill we use or develop.



Identity

The many parts of who we are.



Interest

Something we enjoy.



Influence

Something that helps shape who we are.



Belonging

Feeling included and connected.



People have many qualities. Qualities can grow.



How We Explain Our Evidence

1

Question

Must everyone in a family share the same interests?



2

Evidence

In this fictional family, one person enjoys puzzles and another enjoys gardening. They choose a shared activity together.



One person enjoys puzzles.



Another person enjoys gardening.



They choose a shared activity together.

3

Explanation

No. People can belong while having different interests and qualities.



Notice the action. Explain your reason.

Fictional Case Cards 1

HE01

Ren helps.



Ren helps Eli find the glue for a model.

What action shows kindness?

HE02

Ren has many parts.



Ren enjoys puzzles. He is a classmate and a helpful friend.

Name an interest, a role and a quality.

HE03

Amira includes.



Amira notices June is left out. She offers a choice of joining by speaking or selecting pictures.

How does the choice help June belong?

HE04

Kai keeps trying.



Kai's model falls. Kai asks for help and tries a different base.

Which actions show persistence?

Fictional Case Cards 2

HE05

Kai practises patience.



Kai wants help now. Kai waits while the adult helps Ren and chooses a quiet puzzle.

How is Kai practising patience?

HE06

June shares ideas.



June selects pictures to suggest a bridge design. The group uses June's idea.

How does June contribute?

HE07

Ren helps at home.



At home, Ren helps a family member find materials for a craft.

How is this like Ren helping at school?

HE08

A new group.



Amira feels excited and worried about a new group. She asks to watch first, then chooses to join.

What choice could help Amira feel included?

Choose, Explain and Check

Materials:

- case cards
- challenge cards
- board and large counters

For 2-4 players.



- 1 Move one stop or point.
- 2 Choose a challenge card.
- 3 Say, draw or select your answer.
- 4 Ask one respectful question.
- 5 Check your response together.

Take turns.
No race.
You may pass
or ask for help.

Worked turn:

Card Hand 1.

Ren helps Lil
find glue.



Ren is helpful
because ...

Ren finds
materials.



Partner asks:

What action
supports
your idea?



Teacher checks:

A quality is
linked to the
action.



Use fictional people.
Do not rank classmates.





Our Thinking Path

We can all think in different ways.
This path helps us explore, share and learn.

1
Notice



Look closely.
What do you notice?

2
Ask



What do you wonder?
What questions could
you ask?

3
Compare



What is the same?
What is different?

4
Explain



Tell what you think
and why.

5
Apply



How can you use
this in real life?

6
Reflect



What did you learn?
How do you feel now?

FINISH



Move one stop each turn.
Everyone may explain in their own way.

Challenge Cards

✂ Cut along the dashed lines to make your challenge cards.

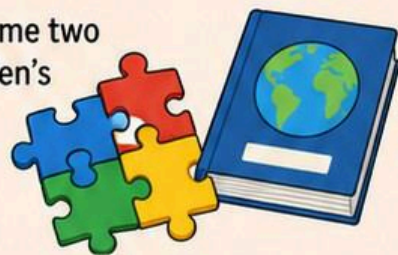
1

HE01: Which quality does Ren show? Give an action.



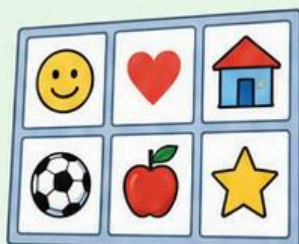
2

HE02: Name two parts of Ren's identity.



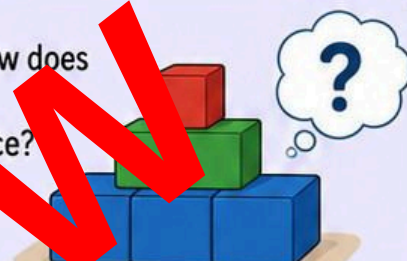
3

HE03: How does Amira help June belong?



4

HE04: How does Kai show persistence?



5

Must everyone in a family have the same interests? Why?



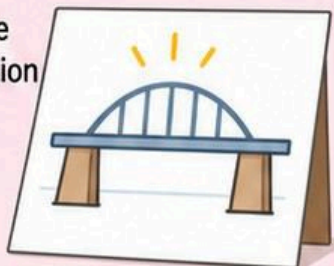
6

Is one activity a person's whole identity? Why?



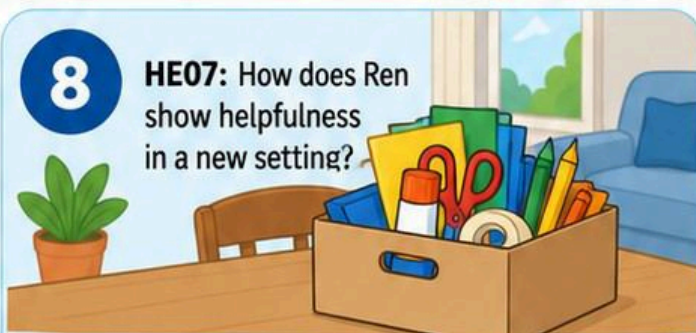
7

HE06: Describe June's contribution respectfully.



8

HE07: How does Ren show helpfulness in a new setting?



Qualities and actions.

Year 1.

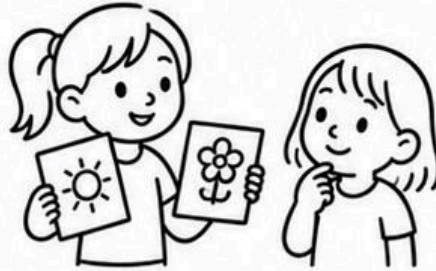
Name: _____

Notice

HE01 Ren helps Eli find glue.



HE03 Amira offers June a choice.



HE04 Kai asks for help and tries again.



Record

Match the action to a quality.

helpful

kind

persistent

Ren

Amira

Kai

Explain

Ren is _____ because _____.

Say, draw, point or ask an adult to write your answer.

Qualities and actions.

Year 1.

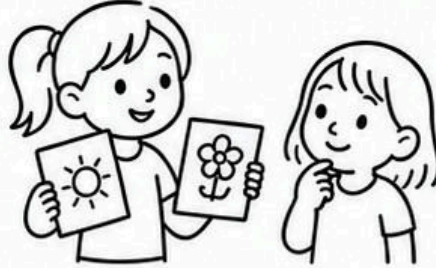
Name: **ANSWERS**

Notice

HE01 Ren helps Eli find glue.



HE03 Amira offers June a choice.



HE04 Kai asks for help and tries again.



Record

Match the action to a quality.

helpful

kind

persistent

Ren

helpful

Amira

kind

Kai

persistent

Explain

Ren is helpful because Ren helps Eli find glue.

Say, draw, point or ask an adult to write your answer.

Many parts of identity.

Year 1.

Name: _____

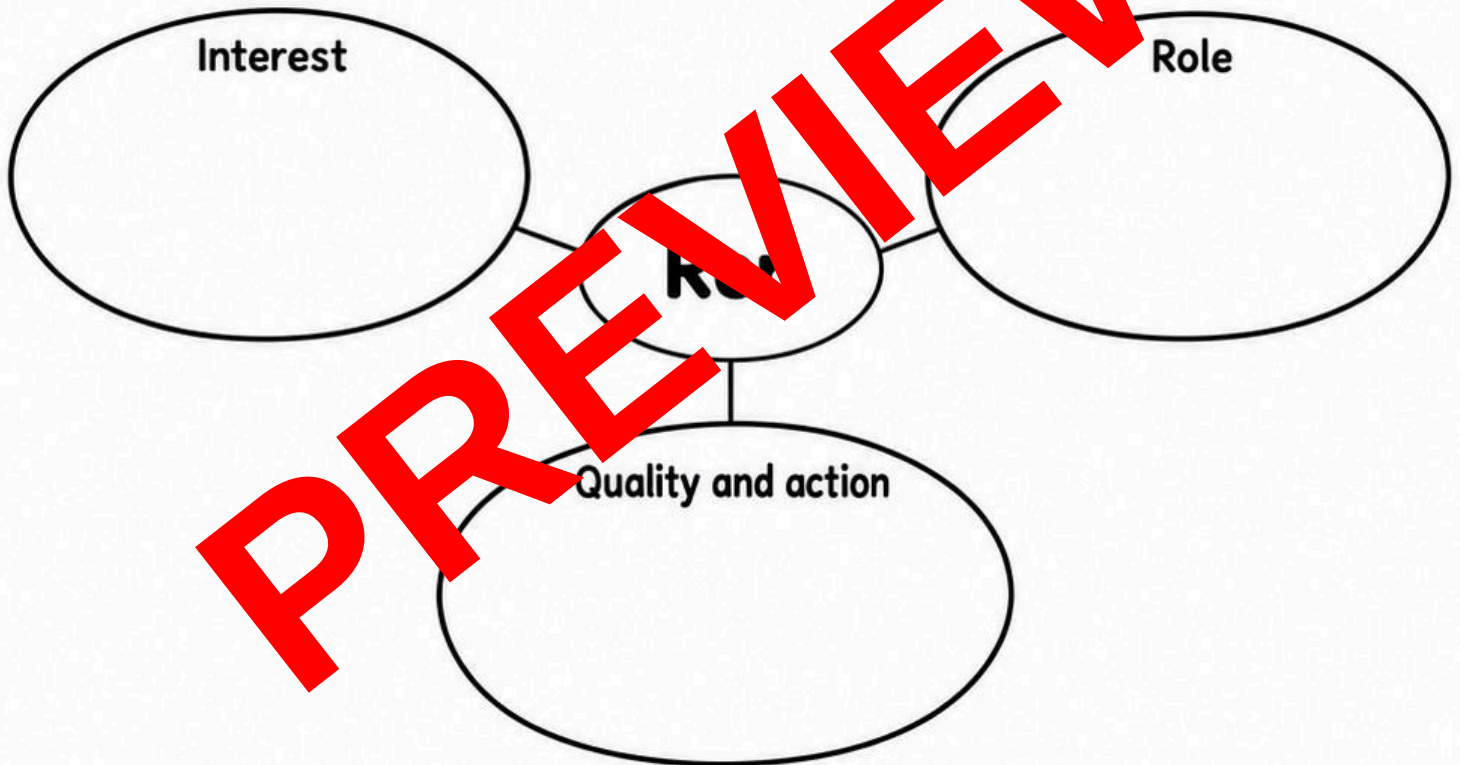
Notice

HE02 Ren enjoys puzzles.
Ren is a classmate and
a helpful friend.



Record

Build Ren's identity web.



Explain

One part of Ren's identity is _____.

Say, draw, point or ask an adult to write your answer.

Many parts of identity.

Year 1.

Name: ANSWERS

Notice

HE02 Ren enjoys puzzles.
Ren is a classmate and
a helpful friend.



Record

Build Ren's identity web.



Explain

One part of Ren's identity is being a helpful friend.

Say, draw, point or ask an adult to write your answer.

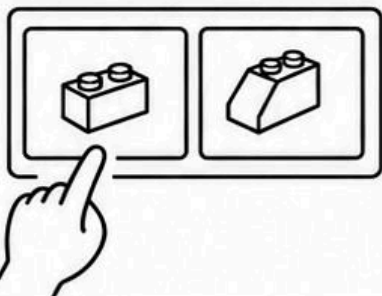
Evidence for a quality.

Year 1.

Name: _____

Notice

HE03 Amira offers a choice.



HE04 Kai asks for help and tries a different base.



Record

Amira	Quality	Action
Kai	Quality	Action

Explain

_____ is _____ because _____.

Say, draw, point or ask an adult to write your answer.

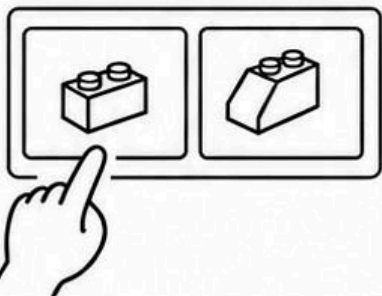
Evidence for a quality.

Year 1.

Name: **ANSWERS**

Notice

HE03 Amira offers a choice.



HE04 Kai asks for help and tries a different base.



Record

Amira	Quality kind	Action offers a choice.
Kai	Quality persistent	Action asks for help and tries again.

Explain

Kai is **persistent** because **Kai tries a different base.**

Say, draw, point or ask an adult to write your answer.

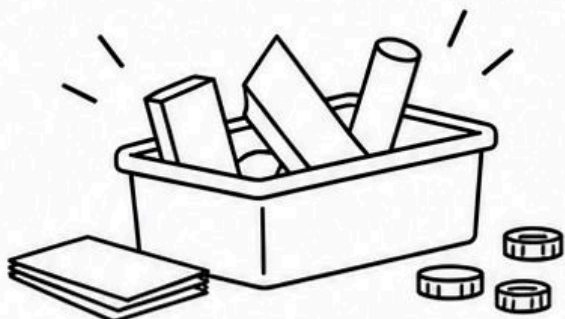
Other people's qualities.

Year 1.

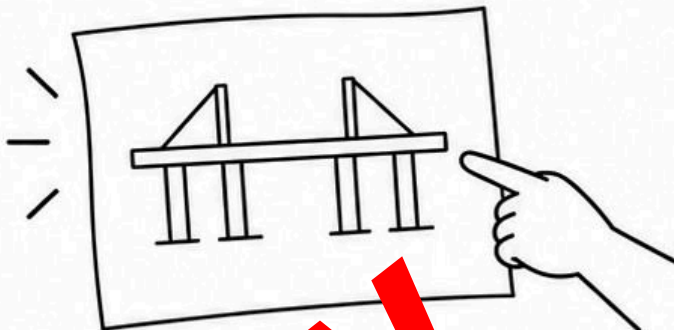
Name: _____

Notice

HE01 Ren finds materials.



HE06 June shares a bridge idea using pictures.



Record

Ren		June	
Action	How it helps	Action	How it helps

Explain

Both people contribute by _____.



Say, draw, point or ask an adult to write your answer.

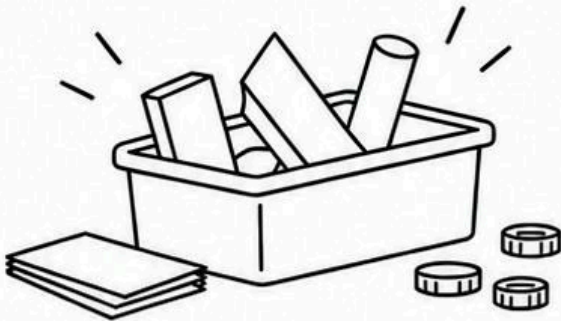
Other people's qualities.

Year 1.

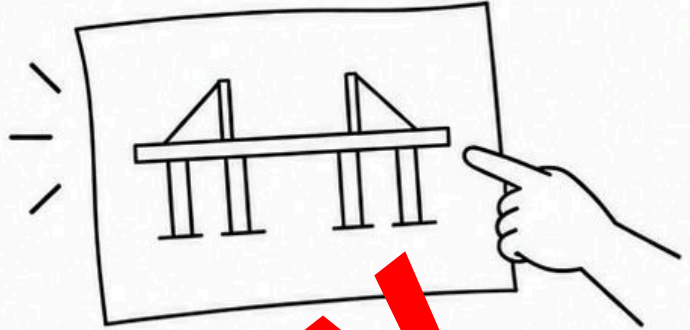
Name: **ANSWERS**

Notice

HE01 Ren finds materials.



HE06 June shares a bridge idea using pictures.



Record

Ren		June	
Action	How it helps	Action	How it helps
finds materials.	the group can build.	shares an idea.	the group has a design.

Explain

Both people contribute by helping the group in useful ways.



Say, draw, point or ask an adult to write your answer.

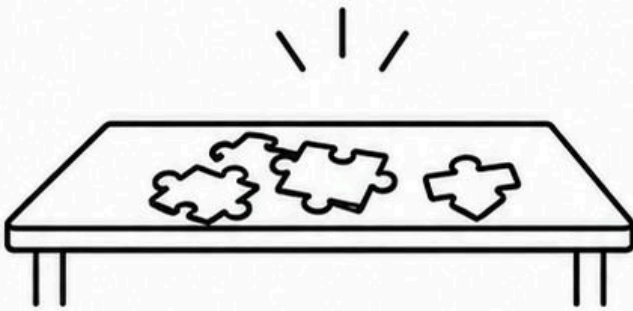
Qualities can grow.

Year 1.

Name: _____

Notice

HE05 Kai wants help while an adult helps Ren.



Record

Plan for Kai.

Safe action



Help I could ask for



How this practises patience.



Explain

Kai can practise patience by _____.

Say, draw, point or ask an adult to write your answer.

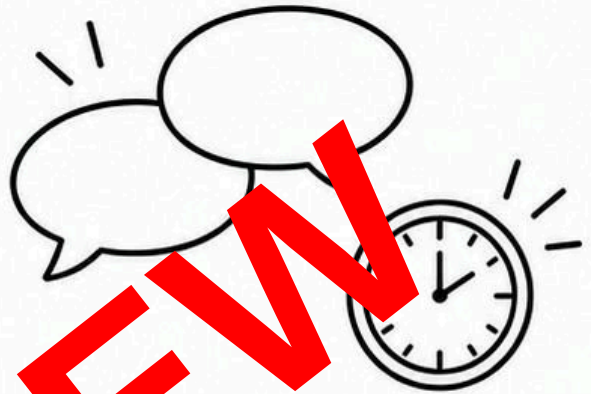
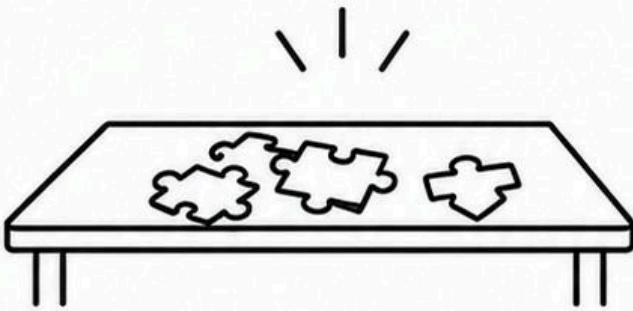
Qualities can grow.

Year 1.

Name: **ANSWERS**

Notice

HE05 Kai wants help while an adult helps Ren.



Record

Plan for Kai.

Safe action

choose a quiet task
puzzles



Help I could ask for

ask when the
adult is ready.



How this practises
patience.

wait and take
turns.



Explain

Kai can practise patience by choosing a quiet task while waiting.

Say, draw, point or ask an adult to write your answer.

Respectful descriptions.

Year 1.

Name: _____

Notice

HE06 June shares an idea with pictures.

An unhelpful label says June cannot help.



Record

Write, draw or dictate a respectful description of June's action.

PREVIEW

Explain

I noticed _____.

This helped _____.



Say, draw, point or ask an adult to write your answer.

Respectful descriptions.

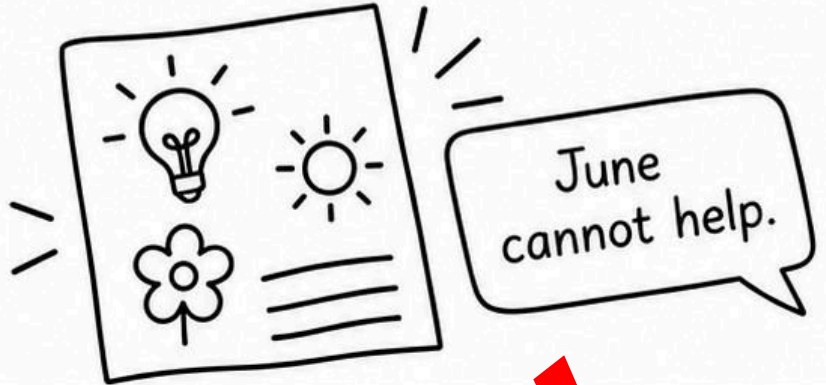
Year 1.

Name: ANSWERS

Notice

HE06 June shares an idea with pictures.

An unhelpful label says June cannot help.



Record

Write, draw or dictate a respectful description of June's action.

June is creative because June suggests a bridge design.

Explain

I noticed June shared a picture idea.

This helped the group plan.



Say, draw, point or ask an adult to write your answer.

Identity explanation

Year 1

Name: _____

Notice

Choose Ren, Amira, Kai or June, or a comfortable private example.
Fictional choices are welcome.



Record

Make an identity web.

Quality 1 and action



Quality 2 and action



Person

Interest or role



Another person's contribution



Explain

One action shows a quality because _____.

_____.



Say, draw, point or ask an adult to write your answer.

Identity explanation

Year 1

Name: **ANSWERS**

Notice

Choose Ren, Amira, Kai or June, or a comfortable private example.
Fictional choices are welcome.



Record

Make an identity web.

Quality 1 and action

helpful; finds glue



Quality 2 and action

kind; offers help



Person
Ren

Interest or role

enjoys puzzles



Another person's
contribution

June is creative
and contributes ideas.



Explain

One action shows a quality because finding glue helps the group build.



Say, draw, point or ask an adult to write your answer.

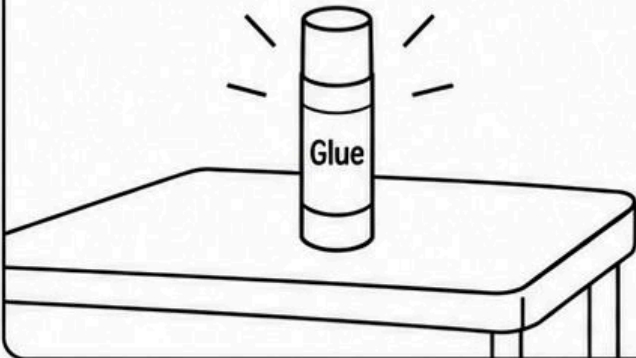
New context

Year 1

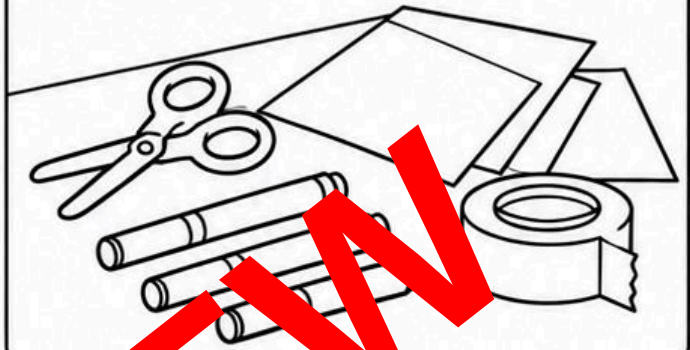
Name: _____

1 Notice

HE01 Ren finds glue at school.



HE07 Ren finds craft materials at home.



2 Record

School action

Home action

PREVIEW

3 Explain

Both actions show _____ because _____.



Say, draw, point or ask an adult to write your answer.

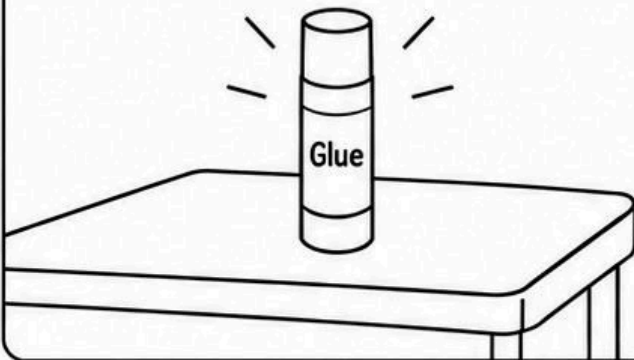
New context

Year 1

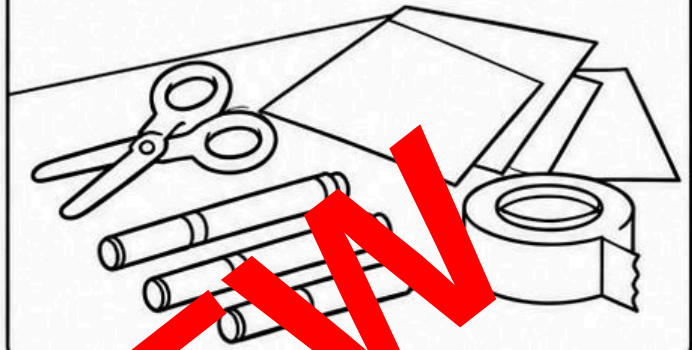
Name: ANSWERS

1 Notice

HE01 Ren finds glue at school.



HE07 Ren finds craft materials at home.



2 Record

School action

helps find glue.

Home action

helps find craft materials.

3 Explain

Both actions show helpfulness because Ren helps someone find what they need.



Say, draw, point or ask an adult to write your answer.

Same quality, new setting.

Year 1.

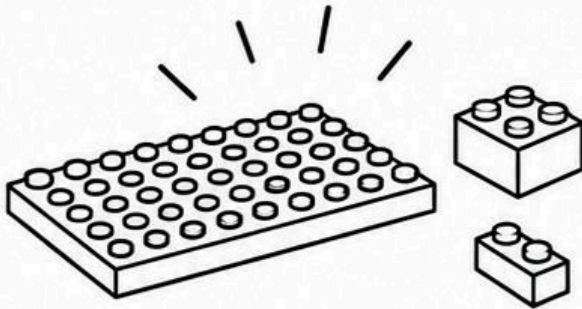
Name: _____

Optional

① Notice

Kai tries a new model base.

In a new scene, Kai checks a puzzle picture and asks for help.



② Record

Model action

Puzzle action

③ Explain

Both actions show _____ because _____.



Say, draw, point or ask an adult to write your answer.

Same quality, new setting.

Year 1.

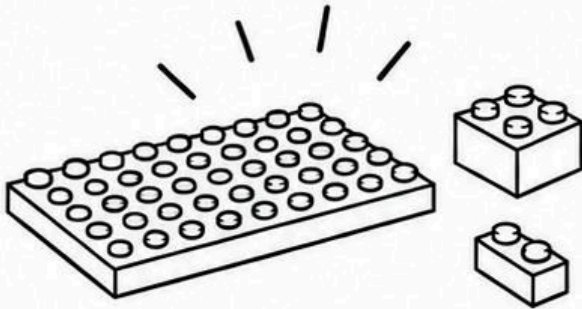
Name: ANSWERS

Optional

① Notice

Kai tries a new model base.

In a new scene, Kai checks a puzzle picture and asks for help.



② Record

Model action

tries a new base

Puzzle action

checks a picture and
asks for help.

③ Explain

Both actions show persistence because Kai tries a useful approach after difficulty.



Say, draw, point or ask an adult to write your answer.

Optional

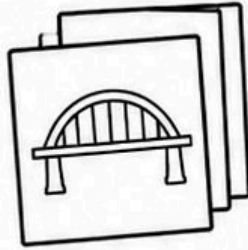
Qualities in a group

Year 1

Name: _____

1 Notice

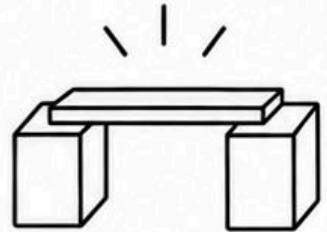
A group plans a bridge.
One person selects pictures,
one finds materials and
one tests a base.



Selects
pictures



Finds
materials



Tests
a base

2 Record

Draw or write a fictional reminder: Actions that help us work together.

3 Explain

I noticed _____.

It helped by _____.



Say, draw, point or ask an adult to write your answer.

Optional

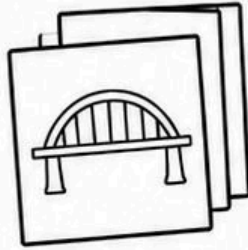
Qualities in a group

Year 1

Name: **ANSWERS**

① Notice

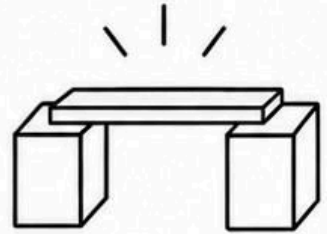
A group plans a bridge.
One person selects pictures,
one finds materials and
one tests a base.



Selects
pictures



Finds
materials



Tests
a base

② Record

Draw or write a fictional reminder: Actions that help us work together.

Reminder: Offer choice. Share ideas. Find materials.
Ask for help.

③ Explain

I noticed June shared a design using pictures.

It helped by giving the group an idea.



Say, draw, point or ask an adult to write your answer.

Quiz: question and reasoning reference

Use and access

Use questions 1–8 for formative checks before the core assessment. Reserve questions 9–10 and their reasoning slides until after the lesson 8 transfer conference, so its fresh case is not taught in advance. Read aloud; accept words, pictures, drawing, gestures or adult recording. Show each question before its reasoning slide. Ask for an action-based reason. The quiz complements the identity web and practical rehearsal.

1. Must everyone in a family share the same interests?

No. People can belong while having different interests and qualities.

2. Is being good at one activity a person's whole identity?

No. Identity includes many qualities, relationships, interests and influences.

3. Ren helps Eli find glue. Which detail supports helpfulness: helping Eli or having a blue shirt?

Helping Eli is action evidence. A shirt describes appearance.

4. Kai asks for help and tries a different base after the model calls. What quality could this show?

Persistence, because Kai tries again using a new approach. Determined or thoughtful is acceptable with an action-based reason.

5. June selects pictures to share a bridge idea. How does June contribute?

June contributes an idea. Sharing through pictures can be useful and creative.

6. Kai needs a reminder to wait. Can patience help? What could help?

Yes. Kai can practise waiting, choose a quiet task and ask politely. An adult can support another try.

7. Which is a respectful description: Kai is homeless, or Kai asked for help and tried a new base? Why?

Kai asked for help and tried a new base. Describes an action without ranking or labelling the person.

8. Can one action tell us everything about a person?

No. It gives some evidence for one quality. People have other qualities, interests, roles and relationships.

9. New fictional scene: Ren asks a new child whether they want a picture choice or a spoken choice. Which quality could the action show? Explain.

Kind, thoughtful or inclusive, because Ren offers a useful choice. Accept another quality only with a reason linked to the action.

10. New fictional scene: June checks a puzzle picture, changes a piece and asks for help. Name a quality and explain its evidence.

Persistent or thoughtful, because June checks, changes an approach or seeks help. Asking for help can support learning.

My Identity

We are each unique. Our qualities, interests, roles and the people in our lives help to make us who we are.

Name: _____

Task: Choose a fictional character or a comfortable private example. Make an identity web. Explain two qualities using actions.

Quality 1 and action

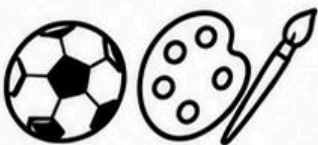


Quality 2 and action



Person

Interest or role



Another person and their quality



Draw, write, point, speak or dictate. An adult may record your ideas.

My Identity

We are each unique. Our qualities, interests, roles and the people in our lives help to make us who we are.

Name: **ANSWERS**

Task: Choose a fictional character or a comfortable private example. Make an identity web. Explain two qualities using actions.

Quality 1 and action

Helpful;
helps Eli find glue.



Quality 2 and action

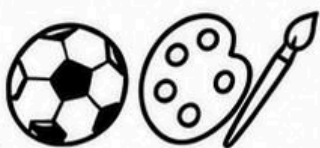
Kind
offers help.



Person
Ren

Interest or role

Enjoys puzzles and
is a classmate.



Another person and their quality

June is creative
and suggests a bridge
idea using pictures.

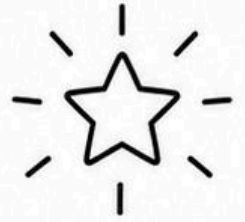


Draw, write, point, speak or dictate. An adult may record your ideas.

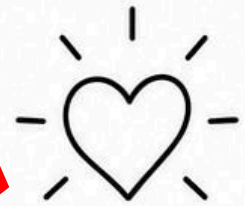
Explain and Apply

Name: _____

1. My first quality is _____
because _____.



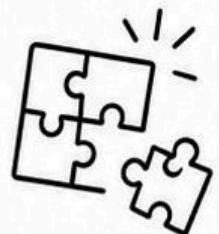
2. My second quality is _____
because _____.



3. Another person's quality is _____.
Their action is _____.
This contributes to who they are by _____.



4. June checks a puzzle picture, changes a piece and asks for help.
Which quality could this show? Why? _____



A teacher may record an oral, picture or gestural explanation.
We assess the reason, not handwriting.

Explain and Apply

Name: **ANSWERS**

1. My first quality is **Helpful**
because **Ren finds glue for Eli.**



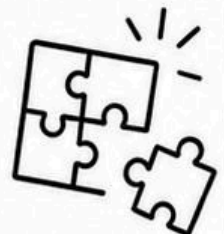
2. My second quality is **Kind**
because **Ren offers help.**



3. Another person's quality is **Creative**.
Their action is **June suggests a bridge using pictures.**
This contributes to who they are by **showing June as a creative classmate.**



4. June checks a puzzle picture, changes a piece and asks for help.
Which quality could this show? Why? **Persistent because June changes an approach and asks for help.**



A teacher may record an oral, picture or gestural explanation.
We assess the reason, not handwriting.

Identity Explanation Rubric

Judge understanding, not handwriting or confidence.

Aspect	Supported or incomplete	Independent and sound	Transfer with reasons
Understanding 	Needs help to distinguish a quality from appearance.	Names two qualities and other identity parts.	Explains a quality in a new setting.
Evidence 	Gives a label without a linked action.	Links each quality to a relevant action.	Chooses an action, gives evidence and explains its relevance.
Explanation 	Gives an unconnected claim.	Uses <i>because</i> to explain own or fictional qualities and another person's contribution.	Explains a new contribution with an action-based reason.
Reflection 	Needs help to describe people respectfully.	Describes actions without ranking and knows qualities can grow.	Explains why one action cannot describe a whole person.

Supported communication can show any level.

Picture choices, gestures, speaking, drawing and adult scribing have equal value.

Teacher record: _____.

Lesson 1

Qualities and actions



Our learning

I can name a quality and show the action that supports it.
Choose words, pictures, drawing or a gesture to explain.

PREVIEW

Notice and remember

Ren has a blue shirt. Ren helps Eli find gum. Which detail tells us about a quality?

PREVIEW

Words for our thinking

A quality is a way a person can act, such as being kind.

An action is something a person does.

Appearance is how someone looks.

PREVIEW

Our model: step 1

Notice: Ren helps Eli find the glue.



Our model: step 2

Name the quality: helpful or kind.

PREVIEW

Our model: step 3

Explain: Ren is helpful because Ren helps Ren find materials.

PREVIEW

Try it together

Amira offers June a choice. Could that show kindness? Tell us the action you noticed.

PREVIEW

Our task

Work with HE01, HE03 and HE04. Match each action to kind, helpful or persistent. More than one word may fit.

PREVIEW

Task steps

1. Choose one card and notice the action.
2. Say, draw or select a quality.
3. Complete W01 and explain your choice.

Check our thinking

Does a blue shirt prove kindness? How could we find better evidence?

PREVIEW

Possible reasoning

A shirt describes appearance. An action, such as helping someone, supports a quality.

PREVIEW

Reflection

Name one quality and one action that you can show it.

PREVIEW

Well Done!



PREVIEW

Lesson 2

Many parts of identity



Our learning

I can explain several parts of a fictional person's identity.
Choose words, pictures, drawing or a resource to explain.

PREVIEW

Notice and remember

In HE01, what did Ren do? Which qualities could the action show?

PREVIEW

Words for our thinking

Identity means the many parts of who a person is.

An interest is something we enjoy.

A role is a part we have as a classmate.

PREVIEW

Our model: step 1

Put Ren in the middle of a web.



Our model: step 2

Add enjoys puzzles, classmate and helpful

PREVIEW

Our model: step 3

Link helpful to Ren helping Eli find materials.

PREVIEW

Try it together

Use HE06. June contributes ideas using pictures. Which words could describe June's contribution?

PREVIEW

Our task

Build a fictional identity web for Ren. Add an interest, a role and a quality with an action.

PREVIEW

Task steps

1. Read HE02 and choose or draw three ideas.
2. Connect the ideas to Ren in World.
3. Explain one link with because.

Check our thinking

Can two classmates have different interests and still belong?

PREVIEW

Possible reasoning

Yes. People can share a role and belong while having different interests and qualities.

PREVIEW

Reflection

Tell or show two different parts of Ben's identity

PREVIEW

Well Done!



Lesson 3

Evidence for a quality



Our learning

I can explain a quality using a because sentence.

Choose words, pictures, drawing or a resource to explain.

PREVIEW

Notice and remember

Is helpful a quality, an interest or a conclusion? Explain your choice.

PREVIEW

Words for our thinking

Evidence is a detail that supports an idea.

Because joins an idea to its reason.

A strength is a quality or skill a person uses or develops.

Our model: step 1

Notice HE04: Kai asks for help and changes the base.



Our model: step 2

Choose persistent because Kai tries again

PREVIEW

Our model: step 3

Say: Kai is persistent because Kai tries a new base after the model falls.

PREVIEW

Try it together

Try HE03 together. Amira is kind because . Which action completes the sentence?

PREVIEW

Our task

Read two short fictional cases. Find the evidence that supports each quality. Use W03.

PREVIEW

Task steps

1. Choose a quality for each case.
2. Circle or point to the supporting action.
3. Say or record a because sentence.

Check our thinking

Does saying Kai is best explain persistence? What evidence could replace it?

PREVIEW

Possible reasoning

Kai asks for help and tries again. We describe actions without ranking people.

PREVIEW

Reflection

Complete: A useful reason tells us what the person ...

PREVIEW

Well Done!



Lesson 4

Other people's qualities



Our learning

I can explain how two people each contribute.

Choose words, pictures, drawing or a resource to explain.

PREVIEW

Notice and remember

Amira includes June. What did Amira do that helped?

PREVIEW

Words for our thinking

Contribute means add something useful to a group.

People can contribute in different ways.

A description can be respectful and specific.

PREVIEW

Our model: step 1

Notice HE01: Ren helps find materials.



Our model: step 2

Notice HE06: June suggests a bridge using pictures.

PREVIEW

Our model: step 3

Ren contributes help. June contributes idea. Both contributions matter.

PREVIEW

Try it together

Which other quality could fit June's action? Accept thoughtful or creative with a clear reason.

PREVIEW

Our task

Compare Ren and June in W04. Describe their action and contribution for each person.

PREVIEW

Task steps

1. Read the two cards with a partner.
2. Record one action for each character.
3. Explain how each action helps the group.

Check our thinking

Must everyone contribute by speaking or doing the same job?

PREVIEW

Possible reasoning

No. People can share ideas, help, notice and organise in different ways.

PREVIEW

Reflection

Describe one contribution without saying who is better.

PREVIEW

Well Done!



Lesson 5

Qualities can grow



Our learning

I can choose a small action that helps my quality grow.

Choose words, pictures, drawing or a gesture to explain.

PREVIEW

Notice and remember

What did Kai do when the model fell? What could Kai try next?

PREVIEW

Words for our thinking

Practise means try a useful action again.

Patient means giving someone or something time.

Qualities can develop with practice and support.

PREVIEW

Our model: step 1

Kai wants help now but the adult is helping Ren.



Our model: step 2

Kai chooses a quiet puzzle while waiting.

PREVIEW

Our model: step 3

Kai asks politely when the adult is ready. This is practising patience.

PREVIEW

Try it together

Offer two choices: grab materials or ask for a turn. Which helps patience? Explain safely.

PREVIEW

Our task

Use HE05 and W05 to plan a small, realistic practice step for Kai.

PREVIEW

Task steps

1. Notice what Kai wants and what is happening.
2. Choose a safe action and a source of help.
3. Explain how practising could help.

Check our thinking

If Kai needs reminders, does that mean Kai can never be patient?

PREVIEW

Possible reasoning

No. A quality can grow. Support and another try can help.

PREVIEW

Reflection

Name a small practice step for a fictional character.

PREVIEW

Well Done!



Lesson 6

Respectful descriptions



Our learning

I can describe an action with respectful words.

Choose words, pictures, drawing or a gesture to explain.

PREVIEW

Notice and remember

How do Ren and June each help the group? Give a specific action.

PREVIEW

Words for our thinking

Respectful words recognise each person's contribution.

We can describe what happened.

One action does not tell us everything about someone.

PREVIEW

Our model: step 1

An unhelpful label says June cannot help.



Our model: step 2

The evidence says June shares an idea using pictures.

PREVIEW

Our model: step 3

A respectful description says June is creative because June suggests a bridge design.

PREVIEW

Try it together

Change Kai is hopeless to a description of what Kai did and one helpful next step.

PREVIEW

Our task

Rehearse a respectful description with a partner using W06.
You may speak, select pictures or dictate.

PREVIEW

Task steps

1. Choose HE04 or HE06.
2. Name the action you noticed.
3. Offer a respectful description or choice of help.

Check our thinking

Is looking into someone's eyes the only way to show respect?

PREVIEW

Possible reasoning

No. People can listen and respond in different ways, including using pictures or gestures.

PREVIEW

Reflection

Complete: I noticed ... This helped ...

PREVIEW

Well Done!



Lesson 1 Identity explanation



Our learning

I can explain two qualities and how another person contributes.

Choose words, pictures, drawing or a gesture to explain.

Notice and remember

What belongs in an identity web besides the activity?

PREVIEW

Words for our thinking

A quality needs an action as evidence.

An identity web can show interests, roles and relationships.

Choose a fictional person or a private, comfortable example.

Our model: step 1

Model Ren: helpful because Ren finds materials.



Our model: step 2

Model a second quality: kind because  offers help.

PREVIEW

Our model: step 3

Add June: June contributes ideas. Different contributions help the group.

PREVIEW

Try it together

Build a practice web in W07. Check two qualities each have an action and another person has a contribution.

PREVIEW

Our task

Use the two assessment pages. Explain your identity web and another person's qualities. An adult can record your reasoning.

PREVIEW

Task steps

1. Choose Ren, Kai, Amira or June, or a comfortable private example.
2. Explain two qualities using actions.
3. Explain how another person's quality contributes to who they are.

Check our thinking

How does the action support the quality? What else is part of this person's identity?

PREVIEW

Possible reasoning

Accept a clear claim linked to an action. Different defensible qualities may use the same action.

PREVIEW

Reflection

Check: two qualities, action evidence and another person's contribution.

PREVIEW

Well Done!



Lesson 1 New context



Our learning

I can explain how a quality may show in another setting.
Choose words, pictures, drawing or a resource to explain.

PREVIEW

Notice and remember

Ren helps Eli at school. Which action shows helpfulness?

PREVIEW

Words for our thinking

A setting is where something happens.

The same quality may show in different actions.

We need evidence in the new setting too.

PREVIEW

Our model: step 1

At school Ren helps find glue.



Our model: step 2

At home Ren helps find craft materials.

PREVIEW

Based on: Australian Curriculum – Health and Physical Education (australiancurriculum.edu.au)

Our model: step 3

Both actions can show helpfulness. Research also have other interests and qualities.

PREVIEW

Try it together

In HE08, Amira asks to watch before joining. Offer a welcoming choice without pressure.

PREVIEW

Our task

Use W08 and a fresh transfer scene. Complete the final assessment conference in the eight-lesson core.

PREVIEW

Task steps

1. Compare school and home actions.
2. Choose evidence for the same condition.
3. Explain a respectful choice in a new group.

Check our thinking

Would one missed chance to help prove that a person has no helpful qualities?

PREVIEW

Possible reasoning

No. One action gives some evidence. People have many qualities and can develop them.

PREVIEW

Reflection

Explain one quality in a new setting using because.

PREVIEW

Well Done!



Lesson 9

The same quality in a new setting

Optional



Our learning

I can compare actions that show a familiar quality.

Choose words, pictures, drawing or a resource to explain.

PREVIEW

Notice and remember

Recall Ren helping at school and at home. What stays similar?

PREVIEW

Words for our thinking

Optional reinforcement

A familiar quality can show during an activity.

An action and a reason make our explanation clear.

PREVIEW

Our model: step 1

Kai keeps trying a model and asks for help.



Our model: step 2

In a new fictional scene, Kai tries a ruzzle, checks a picture and asks for help.

PREVIEW

Our model: step 3

Both can show persistence. Asking for help can be part of trying.

PREVIEW

Try it together

Compare two familiar cases. Choose a quantity and explain the action rather than copying a label.

PREVIEW

Our task

Use W09 to compare Kai's model and puzzle scenes. This lesson adds no required assessment.

PREVIEW

Task steps

1. Read or hear both fictional scenes.
2. Record an action from each.
3. Explain the quality with a because sentence.

Check our thinking

Must persistence always mean doing everything alone?

PREVIEW

Possible reasoning

No. Trying a new approach and seeking useful help can both show persistence.

PREVIEW

Reflection

Share one comparison or choose a picture to show it.

PREVIEW

Well Done!



Lesson 10

Qualities in a cooperative task

Optional



Our learning

I can notice how different actions help a group

Choose words, pictures, drawing or a resource to explain.

PREVIEW

Notice and remember

Which actions helped Ren, Amira, Kai and June contribute?

PREVIEW

Words for our thinking

Optional reinforcement

Cooperation means working together

We can offer choices and notice useful actions.

PREVIEW

Our model: step 1

A group plans a pretend bridge with pictures and large blocks.



Our model: step 2

One person selects a design, one finds materials and one tests a base.

PREVIEW

Our model: step 3

The group notices each contribution without ranking people.

PREVIEW

Try it together

Model: I noticed you found materials. I then helped us build. A person may choose another role or watch first.

Our task

Work on a low-risk shared task. Use Who to make a fictional qualities reminder.

PREVIEW

Task steps

1. Choose a role or a way to share on Instagram.
2. Build, sort or plan together with large scale materials.
3. Describe one helpful action and make the reminder.

Check our thinking

Can someone contribute using a picture, gesture or a quiet choice?

PREVIEW

Possible reasoning

Yes. Different ways of sharing can help the group. Ask what works for the person.

PREVIEW

Reflection

Name an action you would notice in a national group.

PREVIEW

Well Done!



My Qualities, My Identity Year 1 Quiz



How to respond

Listen to each question. Think, then respond with words, pictures, drawing, a gesture or help from an adult. Explain your reason. More than one quality can fit when you give action evidence.

Question 1

Must everyone in a family share the same interests?

PREVIEW

Reasoning I

No. People can belong while having different interests and qualities.

PREVIEW

Question 2

Is being good at one activity a person's whole identity?

PREVIEW

Reasoning 2

No. Identity includes many qualities, relationships, interests and influences.

PREVIEW

Question 3

Ren helps Eli find glue. Which detail supports helpfulness: helping Eli or having a blue shirt?



Reasoning 3

Helping Eli is action evidence. A shirt describes appearance.

PREVIEW

Question 4

Kai asks for help and tries a different base after the model falls. What could this show?



Reasoning 4

Persistence, because Kai tries again using a new approach.

Determined or thoughtful is acceptable with an action-based reason.

PREVIEW

Question 5

June selects pictures to share a bridge idea. How does June contribute?



Reasoning 5

June contributes an idea. Sharing through pictures can be useful and creative.

PREVIEW

Question 6

Kai needs a reminder to wait. Can patience develop? What could help?

PREVIEW

Reasoning 6

Yes. Kai can practise waiting, choose a quiet task and ask politely. An adult can support and encourage him to try.

PREVIEW

Question 7

Which is a respectful description: Kai is hopeless, or Kai asked for help and tried a new base? Why?

PREVIEW

Reasoning 7

Kai asked for help and tried a new pass. It describes an action without ranking or labelling the person.

Question 8

Can one action tell us everything about a person?

PREVIEW

Reasoning 8

No. It gives some evidence for one quality. People have other qualities, interests, roles and relationships.

Question 9

New fictional scene: Ren asks a new friend whether they want a picture choice or a spoken choice. Which quality could the action show? Explain.

Reasoning 9

Kind, thoughtful or inclusive, because it offers a useful choice. Accept another quality only with a reason linked to the action.

PREVIEW

Question 10

New fictional scene: June checks a ruzzle picture, changes a piece and asks for help. Name a clue and explain its evidence.

PREVIEW

Reasoning 10

Persistent or thoughtful, because June blocks, changes an approach or seeks help. Asking for help can support learning.

PREVIEW

Reflection

Choose one question. Explain a quality seeing an action.
What else might you notice about the person?

PREVIEW

Well Done!

