

Lesson for Year One

Community Crown



Students explore the concepts of diversity & create their own original crown to celebrate differences.

Year 1 Content Descriptions

Links to the Australian Curriculum

<http://www.australiancurriculum.edu.au/english/curriculum/f-10?layout=1>

Language for interaction

Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)

Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)

Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)

Language - Text Structure and Organisation

Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)

Responding to literature

Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)

Interacting with others

Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)

Interpreting, analysing, evaluating

Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)

The Arts -Visual Arts

Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)

Create and display artworks to communicate ideas to an audience (ACAVAM108)

Health and Physical Education -Communicating and interacting for health and wellbeing

Describe ways to include others to make them feel they belong (ACPPS019)

Identify and practise emotional responses that account for own and others' feelings (ACPPS020)

Contributing to healthy and active communities

Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024)

Text for exploration

The Huey's in the New Jumper by Oliver Jeffers

Additional texts

Whoever You Are by Mem Fox

Giraffes Can't Dance by Giles Andreae

Princess Smartypants by Babette Cole

Elmer by David McKee

A Bad Case of Stripes by David Shannon

Igniting the creative senses! (Prior to reading)

Ask children to look around the classroom at what everyone is wearing today. Make a tally of what the class is wearing. What does the information tell us?

What would it be like if we all looked the same?

What does it mean to be different?

What makes us feel like we are part of a team/the class?

Discuss the concept of inspiration.

Predict and connect

View the front cover of the text with students and ask them to explain what they see to the person sitting next to them.

Ask students: What does this make you wonder?

Teacher can model personal thinking and wonderings and write on poster. Add students' wonders too.

What do you think this story will be about?

Have you seen a book like this before?

What can you see on the front cover and end pages? Do the illustrations give us clues as to what the story might be about?

Read and connect

Why do you think Rupert made his new jumper?

Why would someone want to be different?

Why would someone not want to be different?

How would you feel if you were Rupert?





Let's Create

Materials needed

- Educational Colours Metallic Liquitemp
- Educational Colours Glitter Pom Poms
- Educational Colours Hog Hair Paint Brushes
- Educational Colours Chenille Stems
- Educational Colours Kids PVA
- Educational Joggle Eyes
- Educational Tropical Feathers



• Educational Colours Liquitemp Metallic



• Educational Colours Tropical Feathers



• Educational Colours Glitter Pom Poms



• Educational Colours Joggle Eyes



• Educational Colours Chenille Stems



• Educational Colours Hog Hair Brushes



• Educational Colours Kids PVA



Creative process

1. Cut out the crown template provided or draw and cut your own.
2. Cut out two strips of paper and attach to each side of the template. You will staple the ends together once you have decorated your crown.
3. Provide a number of different art materials for students to use to decorate their crown including pom poms, feathers, goggle eyes, metallic paints and chenille stems.
4. After the crowns are dry, fit each crown to students head and staple the ends together.



Reflection

Discuss student's differences and similarities using a venn diagram. You could start with their crowns and then favourite foods/sports/hobbies down to their appearance. Develop a class understanding of the way the classroom respects each others differences and display on a poster to share the understanding with the whole school community

Extend the creative experience

Role play scenarios that allow the children to experience what it might feel like to be left out and how to be inclusive within the classroom community. Discuss ways that this could be transferred into the school community/playground.

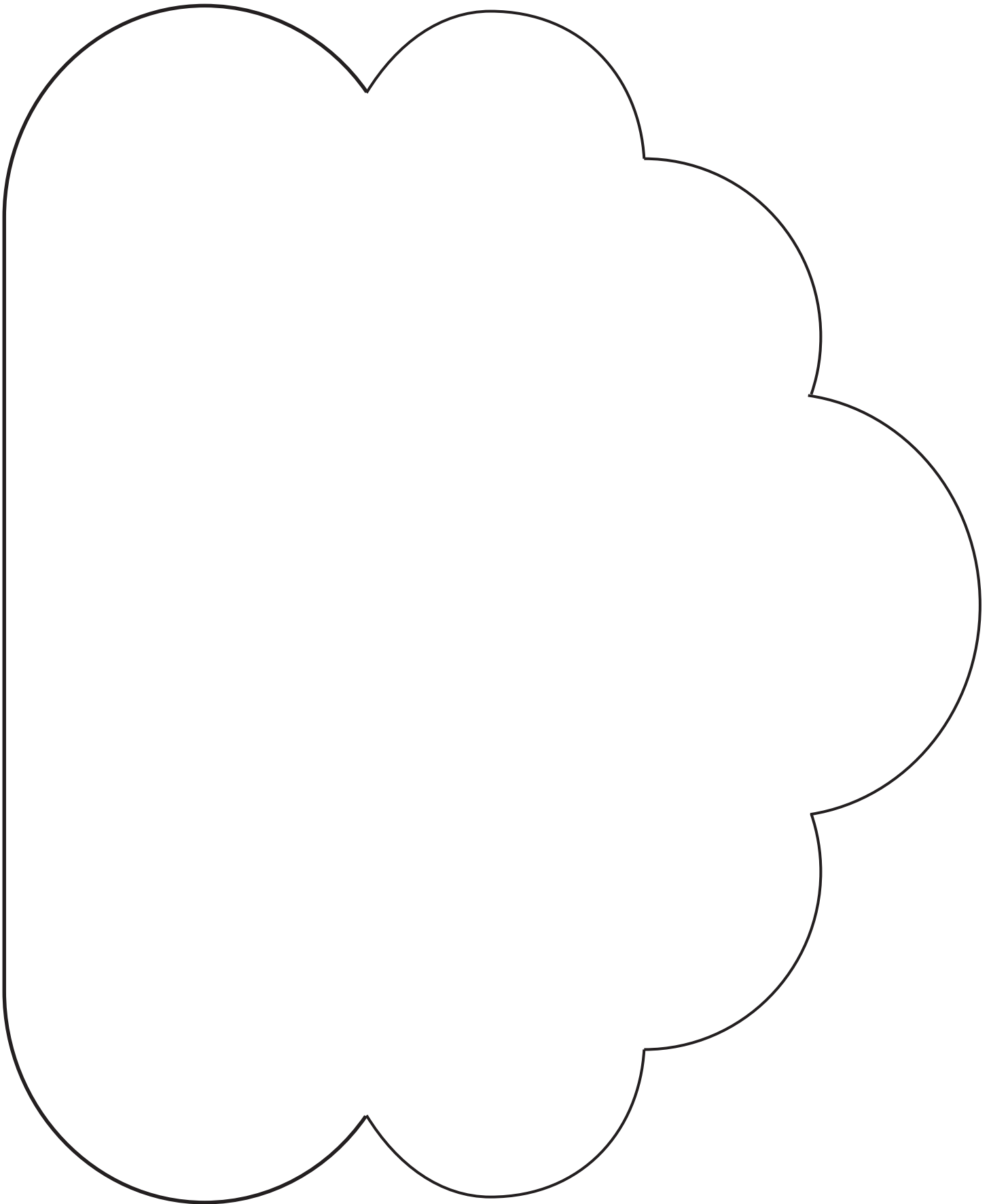
Connect at home and within the community

Celebrate being different by having the students participate in a parade at your school assembly.

Students can use their crown as a conversation tool to explain to their family the importance of celebrating differences. Teachers may send a note home to encourage discussion around this.



CROWN TEMPLATE



On another sheet of paper cut 2 strips to attach to the crown to fit around the students head.

Relevant Sources:

- Jeffers, O. The Huey's in the New Jumper. UK: HarperCollins Publishers, 2012
- Fox, M. Whoever You Are. US: Harcourt Children's Books, 2006
- Andreae, G. Giraffes Can't Dance. UK: Hachette Children's Group, 2000
- Cole, B. Princess Smartypants. US: Paperstar Book, 1997
- McKee, D. Elmer. US: HARPERCOLLINS, 1989
- Shannon, D. A Bad Case of Stripes. US: Perfection Learning, 2004

