

# Single Day Unit - Early Years Band

By: Brian Leverenz

Following a two day seminar for casual teachers presented by CEASA I have been asked to present the plan for a single day unit of work for the Early Years Band based on the SACSA Framework. Preceding that, I'll begin by outlining how I approached that plan together with a few of my own ideas.

I have chosen as my starting point, the two Essential Learnings, Identity and Interdependence. i.e. "who am I" and "Where and how do I fit with others". Other relieving teachers may understand my reasons. Each day, I face a new class and a new challenge. Like everybody else, I would like a sense of success, to feel that my work is valuable and valued. It would be nice to have led children to some skills and knowledge in some of the agreed areas of learning. But hampering that aim is a multitude of classroom management issues. I believe that, axiomatic to those issues is the reality that too many children have poor concepts of who they are and how they fit in with others.

I believe that every child is unique and important and brings their own special talents and beauty to the rest of us. I have a sense of privilege to have so many opportunities to share those beauties. If, in the course of one day, I can help just one child feel more worthy and belonging, I believe that I have done my job well.

Much of what I present here, I do in every teaching day. The difference then is that it is unplanned and unaccountable.



And, in time, Queenie saw  
Caitlin's first steps –

one,  
two,  
three.

Queenie had become one  
of the family.

I began my planning with a brainstorm mapped out on a sheet of paper. Central to the map are my two essential learnings. Also in the center is my motivating idea, a resource book "Queenie and the Bantam" by Bob Graham.

Branching out from the center I chose to work with some of the Learning Areas together with an introduction session. The latter is necessary because (I find) many children do not cope well with change. I give them a chance to meet me, learn some of my rules and consequences (fitting this to their existing classroom structure hopefully displayed) and to know that some things may be different and that's OK.

To tie the learning areas with my core themes, I chose to spread out the curriculum

overviews from the SACSA folder, homing in on the relevant E.L.'s and K.C.'s. From there, I went to the specific sections of the folder itself. The dot points then usually suggest activities. I just chose a few of those activities remembering the constraints of weather, classroom logistics and resources. I found it useful to bear in mind the KISS principle (keep it simple!).

I am a kinesthetic person and prefer to work with large sheets of paper spread of before me rather than to work by scrolling through computer screens. More visual and imaginative teachers might do otherwise.

The next step was to develop my branches onto a tabular plan. The basis of the plan is a proforma listing: Learning Area, Strand, Key Ideas and Outcomes. The Outcomes focus the activity, the E.L.'s are highlighted for accountability.

That table translates easily into an agenda for the day. Such an agenda must be flexible so a stop allow for my No.1 TRT rule: "Expect the Unexpected".

e.g. "Sorry, we forgot to tell you the you must have your class in the hall for assembly in two minutes."

For a single day unit, I do not think it is realistic to cross reference the plan with either Equity Cross Curricula Perspectives or Enterprise and Vocational Education. Having said that, I am, if nothing else, an opportunist and am not frightened to be side tracked if I think it is useful. Some of my best experiences have been teaching to the educatable moment.

Finally, in making the plan, I have tried to put the children at the center of the education, education as part of (their) society and never knowledge for knowledge sake.

Challenging Extensions:

1. Someone may wish to begin with the same picturebook and redevelop the plan to explore other essential learnings. Like most other best children's books, "Queenie and the Bantam" has a multitude of avenues for its exploration. (Look at the sequencing as Queenie goes "Over the bridge, through the woods, around the lake and past the church.")

2. Someone may wish to reinvent this unit for a different Band.

3. Someone from a non-government school may wish to extend this unit so as to include the ninth Learning Area, Religious Education.

After the new baby came home,  
Caitlin forgot to collect Queenie's eggs.



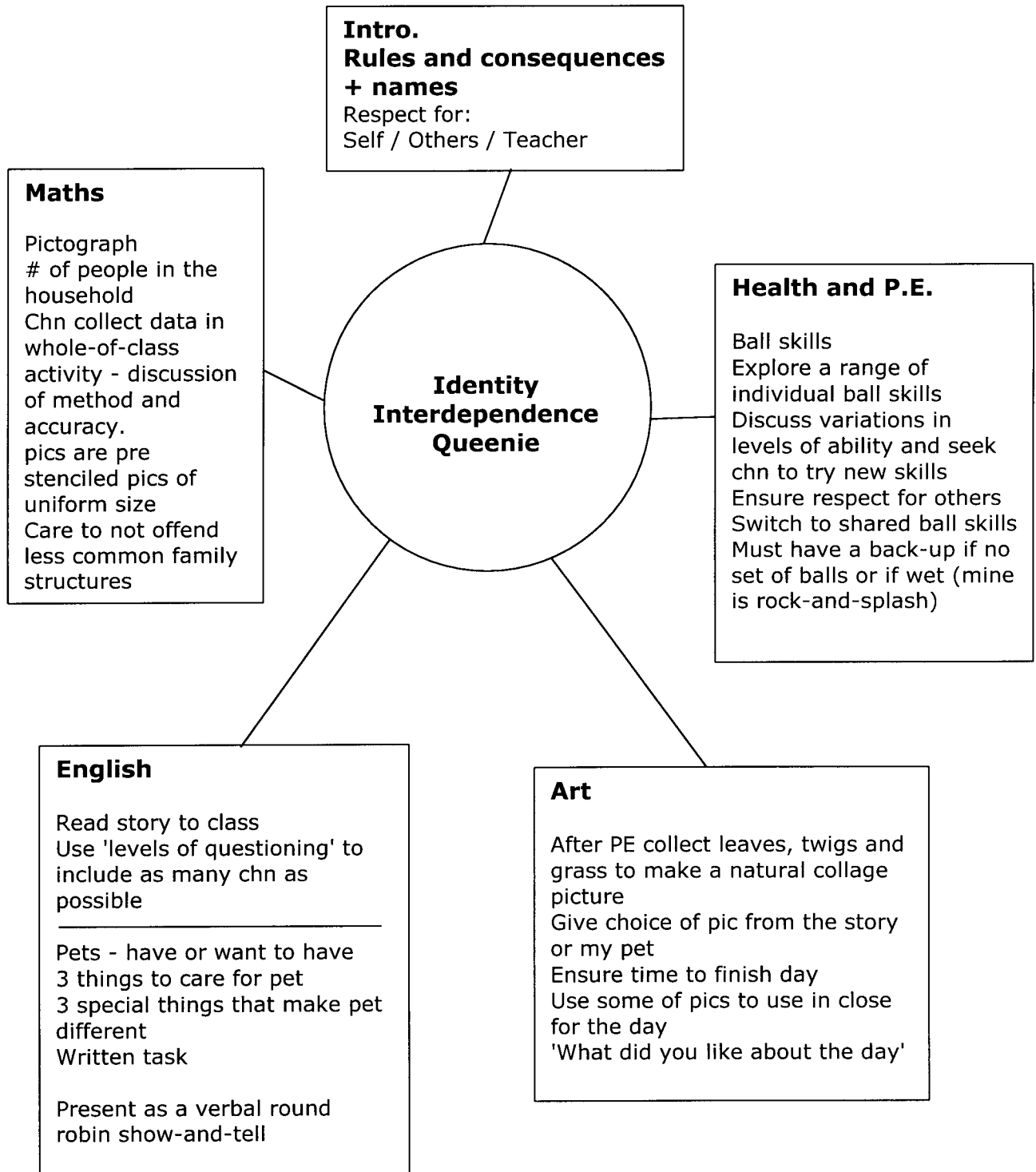
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## Process for developing the lesson plan

- Brainstormed on a sheet of paper - central are two Essential Learnings, the motivating idea and the resource book *Queenie and the Bantam* by Bob Graham
- Selected Learning Areas with an Introduction session.
- Tied Learning Areas with core themes, spread out curriculum overviews from the SACSA folder - relevant Els and KCs.
- Selected a few activities from the specific sections of the SACSA folder and remembered the constraints of weather, classroom logistics and resources.

# Brainstorm Map



## Planning an Integrated TRT Day

**BAND:** *Early Years*

**Unit/topic Description:** *This is a unit based on Identity and Interdependence and with a motivating idea being the book 'Queenie and the Bantam'. Children will explore aspects of their identity and raise their sense of self worth. They will explore concepts of their family, friends and pets.*

Essential Learnings	Key Competencies	ICTs	Texts
<input type="checkbox"/> Futures <input checked="" type="checkbox"/> Identity <input checked="" type="checkbox"/> Interdependence <input type="checkbox"/> Thinking <input type="checkbox"/> Communication	<input checked="" type="checkbox"/> Collecting, analysing, organising information <input checked="" type="checkbox"/> Communicating ideas and information <input type="checkbox"/> Planning and organising activities <input checked="" type="checkbox"/> Working with others in teams <input type="checkbox"/> Using mathematical ideas and techniques <input type="checkbox"/> Solving problems <input type="checkbox"/> Using technology	<input type="checkbox"/> Digital camera <input type="checkbox"/> Computer/Printer <input type="checkbox"/> Video camera <input type="checkbox"/> Calculator <input type="checkbox"/> Internet <input type="checkbox"/> CD Player <input type="checkbox"/> Clock <input type="checkbox"/> Fax <input type="checkbox"/> Scanner <input type="checkbox"/> Email	<b>Literature Texts</b> <input type="checkbox"/> Classic <input type="checkbox"/> Contemporary <input type="checkbox"/> Popular  <input type="checkbox"/> <b>Media Texts</b>  <b>Everyday Texts</b> <input type="checkbox"/> Daily <input type="checkbox"/> School <input type="checkbox"/> Work

Learning Area	Strand	Key ideas	Outcomes
<b>INTRODUCTION</b>			
<i>Rules and Consequences</i> <i>Learn Names</i>		<i>Id, In</i> <i>KC3</i>	<i>Teacher to learn names.</i> <i>Chn to have sense of value and comfort with day.</i>
<i>Read Book with Questions</i> <i>English</i>	<i>Texts &amp; Contexts</i>	<i>Id, In</i> <i>KC2</i>	<i>1.1 chn to listen to text and to identify main ideas &amp; events</i>
<i>Pictograph</i> <i>Maths</i>	<i>Exploring &amp; analysing data</i>	<i>Id, In, T, C</i> <i>KC1, KC2, KC5</i>	<i>1.1 chn as group to collect data.</i> <i>Chn to organise and present data and make analysis</i>
<b>RECESS</b>			
<i>Write 6 facts</i> <i>English</i>	<i>Texts &amp; contexts</i>	<i>Id, In, C</i> <i>KC2</i>	<i>1.4, 1.2 chn to compose text which can be understood about familiar topic.</i> <i>Present as spoken text to group</i>
<b>LUNCH</b>			
<i>Ball skills P.E.</i> <i>Health &amp; PE</i>	<i>Physical activity &amp; participation</i>	<i>Id, In, T, C</i> <i>KC2, KC4</i>	<i>1.1 chn to explore a range of individual and team ball skills and to try new ones</i>
<i>Small group collage from story</i> <i>Arts</i>		<i>Id, In, C</i> <i>KC1, KC2, KC4</i>	<i>1.2 chn in small groups to make collage to retell part of story book.</i>