

TITLE: Leaving – Saying goodbye and reuniting

Stages: ESI S1 S2 S3

Focus: Relationships, customs, traditions and festivities

A multi-stage integrated unit for students from Kindergarten to Year 6.

Introduction: *Leaving* is a literacy-based unit. It provides opportunities for student to discuss the issue of leaving in a variety of contexts. The text *Leaving* is used as the vehicle for the discussions. The concept of something of yourself remaining when you leave a place or community is central to the unit. It explores the concept of leaving and the customs and traditions different cultures have when saying goodbye. *Leaving* is written by Katrina Germein and illustrated by Bronwyn Bancroft.

All learning experiences could be used as assessment activities depending on the purpose of the specific activity. Teachers can choose a learning activity for assessment appropriate for the students of the class.

The unit aims to promote student learning through the integration of outcomes across the six key learning areas. Teachers could choose to begin at any of the learning sequences, depending on the students’ prior experiences. Teachers choose the outcomes and activities that are most appropriate that meet the needs of their students. Teachers are encouraged to further develop the unit to suit the needs of their students.

Outcomes addressed in this unit.

| KLA | Strands and substrands | EARLY STAGE 1 | STAGE 1 | STAGE 2 | STAGE 3 |
|---------|---|--|--|--|--|
| English | Talking and Listening <i>Skills and Strategies</i> | TES1.2 Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness. | TS1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively. | TS2.2 Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations. | TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively. |
| | Reading <i>Context and Text</i> | RES1.7 Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes. | RS1.7 Understands that texts are constructed by people and identifies ways which texts differ according to their purpose, audience and subject matter. | RS2.7 Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes. | RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience. |
| | <i>Language structures and Features</i> | RES1.8 Identifies some basic language structures and features of texts. | RS1.8 Identifies the text structure and basic grammatical features of a limited range of text types. | RS2.8 Discusses the text structure of a range of text types and the grammatical features that are characteristic of those text types. | RS3.8 Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers’ and viewers’ understanding of texts. |
| PDHPE | Communicating | COES1.1 Expresses feelings, needs and wants in appropriate ways. | COS1.1 Communicates appropriately in a variety of ways. | COS2.1 Uses a variety of ways to communicate with and within groups. | COS3.1 Communicates confidently in a variety of situations. |

| KLA | Strands and substrands | EARLY STAGE 1 | STAGE 1 | STAGE 2 | STAGE 3 |
|------------------------|--|--|---|--|---|
| | Interpersonal relationships | IRES1.11 Identifies how individuals care for each other. | IRS1.11 Identifies the ways in which they communicate, cooperate and care for others. | IRS2.11 Describes how relationships with a range of people enhance wellbeing. | IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships. |
| HSIE | Identities | CUES1 Communicates some common characteristics that all people share, as well as some of the differences | CUS1.3 Identifies customs, practices, symbols, languages and traditions of their family and other families. | CUS2.3 Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities. | CUS3.3 Describes different cultural influences and their contribution to Australian identities. |
| | Cultures | Outcome CUES1 also applies here. | CUS1.4 Describes the cultural, linguistic and religious practices of their family, their community and other communities. | CUS2.4 Describes different viewpoints, ways of living, languages and belief systems in a variety of communities. | CUS3.4 Examines how cultures change through interactions with other cultures and the environment. |
| Mathematics | Space and Geometry <i>Two-dimensional Space</i> | SGES1.2 Manipulates, sorts and describes representations of two-dimensional shapes using everyday life. | SGS1.2 Manipulates, sorts, represents, describes and explores various two-dimensional shapes. | SGS2.2a Manipulates, compares, sketches and names two-dimensional shapes and describes their features. | SGS3.2a Manipulates, classifies and draws two-dimensional shapes and describes side and angle properties. |
| Science and Technology | Products and Services | PSES1.5 Recognises the relationship between everyday products and people's needs. | PSS1.5 Grows, makes or processes some products using a range of techniques and materials. | PSS2.5 Creates and evaluates products and services, considering aesthetic and functional factors. | PSS3.5 Creates and evaluates products and services, demonstrating consideration of sustainability, aesthetic, cultural, safety and functional issues. |
| | Designing and Making | DMES1.8 Generates own ideas and designs through trial and error, play, modelling and making. | DMS1.8 Develops and implements own design ideas in response to an investigation of needs and wants. | DMS2.8 Develops, implements and evaluates ideas using drawings, models and prototypes at appropriate stages of the design process. | DMS3.8 Develops and resolves a design task by planning, implementing, managing and evaluating design processes. |
| Creative Arts | Visual Arts <i>Making</i> | VAES1.2 Experiments with a range of media in selected forms. | VAS1.2 Uses the forms to make artworks according to varying requirements. | VAS2.2 Uses the forms to suggest the qualities of subject matter. | VAS3.2 Makes artworks for different audiences, assembling materials in a variety of ways. |
| | <i>Appreciating</i> | VAES1.3 Recognises some of the qualities of different artworks and begins to realise that artists make artworks. | VAS1.3 Realises what artists do, who they are and what they make. | VAS2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible. | VAS3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks. |
| | | VAES1.4 Communicates their ideas about pictures and other kinds of artworks. | VAS1.4 Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience. | VAS2.4 Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques. | VAS3.4 Communicates about the ways in which subject matter is represented in artworks. |

Learning experiences:

| Outcomes | | | | Early Stage 1 | Stage 1 | Stage 2 | Stage 3 |
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| ES1 | S1 | S2 | S3 | | | | |
| <p><i>English</i></p> <p>RES1.7 RES1.8 TES1.2</p> | <p>RS1.7 RS1.8 TS1.2</p> | <p>RS2.7 RS2.8 TS2.2</p> | <p>RS3.7 RS3.8 TS3.2</p> | <p><i>Learning sequence 1</i></p> <p>Read the book <i>Leaving</i> by Katrina Germein.</p> <p>Discuss what or who we have left to come to school today? Mum, Dad, brother, sister, grandparent, pet.</p> <p>Ask students if they have really left their family.</p> <p>Ask students to brainstorm some of the reasons why people leave.</p> <ul style="list-style-type: none"> ▪ They move house. ▪ Someone in the family leaves the family home – for a short time, for the day, overnight, on holidays, forever. ▪ They move overseas – for work, for a holiday, forever. <p>Discuss with the students: Who leaves? When? For example, Dad/Mum to go to work, older brother or sister leaves home, aunt or uncle goes overseas, grandparent dies.</p> <p>Discuss the term ‘goodbye’. What does it mean? What are some other words people say when someone is leaving? Find words from other languages that are used when someone is leaving. Do they mean the person is leaving forever?</p> <ul style="list-style-type: none"> ▪ Goodbye could be forever – someone will not be coming back. ▪ Goodbye could mean I’ll be back some time to visit. ▪ Goodbye could mean I’ll be back soon. <p>Build a word bank with students on words for goodbye and greetings for different occasions from different cultures including Aboriginal languages. These could be traditional or contemporary.</p> <p>Generalisation: We say goodbye for different purposes/reasons at different times. Some cultures do not have a word for goodbye. Some cultures don’t think you ever really leave the family.</p> <ul style="list-style-type: none"> ▪ Discuss celebrations family and friends have to say goodbye or reunite. Are any of these culturally based? ▪ Ask students to brainstorm when family and friends get together, eg birthdays, anniversaries, Christenings, weddings. ▪ What were the significant events when Aboriginal groups met together? Examples: initiations, seasonal food sources, seasons of the years. <p>Generalisations:</p> <ul style="list-style-type: none"> ▪ All around the world people have special occasions and significant events that they celebrate, eg birthdays, weddings, anniversaries, and special family days. ▪ Sometimes we get together as a group, a community or even a whole nation to celebrate a special event. For example, local community fun run, school fete, fireworks night, Anzac Day, Remembrance Day, Valentine’s Day, Mothers/Fathers Day, St Patrick’s Day, New Year celebrations. ▪ Some celebrations are religious ones. For example, Easter, Christmas, Passover, Bar mitzvah, Wesak (Buddhist festival in Burma), Festival of the Golden Tooth (Buddhist festival in Sri Lanka), Ramadan, Diwali (festival of lights celebrated by Hindus in India). ▪ Significant events cause people to get together. <p>Show artwork of Sally Morgan’s <i>My Place</i>. The picture tells the story of the artist’s family and the importance of community life.</p> <p>Activity: Students write and illustrate pictures of family celebrations at home or in the community.</p> | | | |
| <p><i>PDHPE</i></p> <p>COES1.1 HSIE CUES1</p> | <p>COS1.1 CUS1.3</p> | <p>COS2.1 CUS2.3</p> | <p>COS3.1 CUS3.3</p> | | | | |

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| <i>English</i> TES1.2 | TS1.2 | TS2.2 | TS3.2 | <p><i>Learning sequence 2</i></p> <p>Read the story, <i>Leaving</i> by Katrina Germein, again and discuss the purpose of the person leaving and reasons why they are saying goodbye. Discuss how, in many cultures, women leave their own home and family and marry into the man's family.</p> <p>List the gifts that have been given and who they are from.</p> <ul style="list-style-type: none"> ▪ What is the significance of each gift? ▪ What is its meaning to the recipient? ▪ What is the meaning of the gift from the giver? <p>Discuss the type of gifts the students would give to someone leaving. For example if going overseas it might be a photograph of themselves or a book about Australia. Students brainstorm for ideas of gifts that symbolise their friendship/relationship to the person who is leaving and signifies the environment the person is leaving. Why would you give them that gift? Students write their own list of special gifts they would give someone leaving the school.</p> <p>In small groups, students role-play someone leaving and what we can give them to remember their time at the school. Discuss the things that you like to take with you when you leave, eg photographs, favourite toys.</p> <ul style="list-style-type: none"> ▪ Why do we like to take things? <p>Display Margaret Olley's 'Portrait in the Mirror' Card #13 from Diversity- A collection of Art and Culture (See Resource list under Kits) and/or log onto http://www.yarranet.net.au/womar/star-DAVIES.htm and scroll to the end of the page to view collections by Isabel Davies eg "Natural Order", "Nyall Nyall Specimen Box" and "Altar".</p> <ul style="list-style-type: none"> ▪ Explain that the artists collect all sorts of objects from a particular place or location. When they return to their studios they assemble them. These objects help the artists remember the special time and place. ▪ Activity: Students work in pairs or small groups to create a memory collage about the school. They collect items from around the school, ensuring that they include qualities of texture, smell, size etc. |
| <i>PDHPE</i> IRES1.11 | IRS1.11 | IRS2.11 | IRS3.11 | |
| <i>HSIE</i> CUES1 | CUS1.3 CUS1.4 | CUS2.3 CUS2.4 | CUS3.3 CUS3.4 | |
| <i>English</i> TES1.2 <i>Creative Arts</i> VAES1.2 VAES1.3 VAES1.4 | TS1.2 VAS1.2 VAS1.3 VAS1.4 | TS2.2 VAS2.2 VAS2.3 VAS2.4 | TS3.2 VAS3.2 VAS3.3 VAS3.4 | |
| <i>HSIE</i> CUES1 | CUS1.3 CUS1.4 | CUS2.3 CUS2.4 | CUS3.3 CUS3.4 | <p><i>Learning sequence 3</i></p> <p>Discuss cultural festivities and celebrations that families participate in. Find pictures of families enjoying each other's company, eg a picnic, a walk in the park, a wedding. Make sure that the pictures depict different cultural groups and celebrations / festivities.</p> <ul style="list-style-type: none"> ▪ Look at a variety of Aboriginal paintings and rock carvings and Dreaming stories that describe families working and playing together. ▪ Show a range of Aboriginal art and commercial artefacts such as platters, coolamons, body decorations, fabric and wall hangings. (See websites in Resources list.) ▪ Students create their own family gathering drawings using Aboriginal symbols. ▪ Discuss the importance of families with students- extended families, close friends. |
| <i>Creative Arts</i> VAES1.2 VAES1.3 VAES1.4 | VAS1.2 VAS1.3 VAS1.4 | VAS2.2 VAS2.3 VAS2.4 | VAS3.2 VAS3.3 VAS3.4 | |

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| <p><i>Science and Technology</i> PSES1.5 DMES1.8</p> | <p>PSS1.5 DMS1.8</p> | <p>PSS2.5 DMS2.8</p> | <p>PSS3.5 DMS3.8</p> | <p><i>Learning sequence 4</i> Students refer to the brainstormed list of gifts from the story and students' own lists of gifts they would give to someone leaving the school. Look at the artwork <i>Fruitful Corsage, Bridal Bouquet, Lingering Veils</i> by Susan Norrie. Find out what school gifts exist eg spoons, badges and mugs and display them in the classroom. Students design and make a gift unique to their school or community. Design and make process: 1. <i>exploring needs and wants</i></p> <ul style="list-style-type: none"> • students explore the range of gifts presented to the school, eg by visitors, by departing Year 6 • brainstorm the types of gifts they think would be suitable • develop a criterion that the gift needs to meet <p>2. <i>generating and selecting ideas</i></p> <ul style="list-style-type: none"> • students develop some possible designs for their gift • share the ideas and the class choose one <p>3. <i>using resources to create products and services</i> Note: It is possible to complete the design task at this point if the gift idea is something that is not feasible for the students to make at school.</p> <ul style="list-style-type: none"> • students choose the materials they need and tools to use and make their gift.(Some commercial materials may be needed, depending on the gift) <p>4. <i>evaluating products and services</i></p> <ul style="list-style-type: none"> • discuss with the group how the item meets their criteria from step 1. |
| <p><i>Mathematics</i> SGES1.2</p> | <p>SGS1.2</p> | <p>SGS2.2</p> | <p>SGS3.2</p> | <p><i>Concluding Activity</i> Draw the students' attention to the patterns and colours in the book.</p> <ul style="list-style-type: none"> ▪ Assist students in finding the gift in the pattern. ▪ Are the patterns symmetrical? ▪ Do the shapes tessellate? <p>Students create their own patterns on the computer using Kidpix, MS Word, or other draw programs.</p> |

Assessment for learning: This unit of work incorporates *assessment* as an integral and essential component of good teaching and learning processes. *Assessment for learning* involves teachers planning how and when they will gather evidence of learning at the same time that they plan the work that students will do. It recognises the importance of assessment and promotes the active involvement of students in their own learning.

Outcomes are central to the decisions teachers make about the learning to be undertaken and the evidence of learning that needs to be collected. This evidence enables teachers to provide students with feedback on their learning and to determine how well students are achieving in relation to these outcomes.

Evidence of learning will assist teachers and students to decide whether they are ready for the next phase of learning or whether further learning experiences are needed to consolidate students' knowledge, skills and understanding.

Teachers may need to incorporate a range of activities to accommodate the different ways students learn and to cater for the range of levels of students' current knowledge, skills and understanding across the key learning areas.

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| <p>Resources</p> | <p>Abdulla, Ian, 1993, <i>As I Grew Older</i>, Omnibus Books, Adelaide, SA. Adams, Jeanie, 1989, <i>Pigs and Honey</i>, Omnibus Books, Adelaide, SA. Bone, Ian and Pignataro, Anna, 2002, <i>Dancing Night, Tonight</i>, Scholastic Press, Lindfield, NSW. Charlesworth, Max and Ingpen, Robert, 1985, <i>Religious Worlds: People and their Different Religions</i>, Puffin Books, Victoria. Cox, David, 1983, <i>Aya and the Perfect Moon</i>, The Bodley Head, London. Francis, Eli, 2002, <i>Celebrating the New Year</i>, Macmillan Education Australia, South Yarra, Victoria. Ganeri, Anita, 1996, <i>Buddhist: Beliefs and Cultures</i>, Franklin Watts, London. Ganeri, Anita, 1996, <i>Christian: Beliefs and Cultures</i>, Franklin Watts, London. Ganeri, Anita, 1996, <i>Hindu: Beliefs and Cultures</i>, Franklin Watts, London. Ganeri, Anita, 1996, <i>Jewish: Beliefs and Cultures</i>, Franklin Watts, London. Ganeri, Anita, 1996, <i>Muslim: Beliefs and Cultures</i>, Franklin Watts, London. Ganeri, Anita, 1996, <i>Sikh: Beliefs and Cultures</i>, Franklin Watts, London. Germein, Katrina, 2000, <i>Leaving</i>, Puffin Books, Melbourne, Victoria. Hathorn, Libby, 1994, <i>Way Home</i>, Random House Australia, Milsons Point, NSW. Isaacs, Jennifer, 1992, <i>Aboriginality: Contemporary Paintings and Prints</i>, University of Queensland Press, Queensland. Khoza, Valanga and Rippin, Sally, 2003, <i>Gezani and the Tricky Baboon</i>, Allen and Unwin, Crows Nest, NSW. Lee, Uk-Bae, 1999, <i>Sori's Harvest Moon Day: A Story of Korea</i>, Trudy Corporation, Norwalk, CT. Morgan, Sally, 1996, <i>The Art of Sally Morgan</i>, Penguin Books, Australia. Spinelli, Eileen, 2002, <i>Sophie's Masterpiece</i>, Simon and Schuster, London. Spinelli, E and Dyer, J, 2002, <i>A Spider's Tale</i>, Simon and Schuster, London. Syme, Marguerite Hann, 2002, <i>Bushfire</i>, Scholastic Press, Lindfield, NSW. Tonkin, Rachel, 1996, <i>Grandpa's Stories</i>, Roland Harvey Books, Port Melbourne, Victoria. Troughton, J, 1977, <i>What Made Tiddalik Laugh</i>, Thomas Nelson Australia, Melbourne, Victoria. Wild, M and Huxley, D, 1990, <i>Remember Me</i>, Margaret Hamilton Books Pty Ltd, Sydney, NSW. Wild, M and Rawlins, D, 1992, <i>My Dearest Dinosaur</i>, Ashton Scholastic Press, Lindfield, NSW. Wild, M and Vivas, J, 1989, <i>The Very Best of Friends</i>, Margaret Hamilton Books Pty Ltd, Sydney, NSW. Wild, M and Vivas, J, 1991, <i>Let the Celebrations BEGIN!</i>, Omnibus Books, Adelaide, SA. Wood, Jenny and Fairclough, Chris, 1988, <i>Buddhist: Our Culture</i>, Watts, London. Wood, Jenny and Fairclough, Chris, 1988, <i>Hindu: Our Culture</i>, Watts, London. Wood, Jenny and Fairclough, Chris, 1988, <i>Jewish: Our Culture</i>, Watts, London. Wood, Jenny and Fairclough, Chris, 1988, <i>Muslim: Our Culture</i>, Watts, London. Wood, Jenny and Fairclough, Chris, 1988, <i>Rastafarian: Our Culture</i>, Watts, London. Wood, Jenny and Fairclough, Chris, 1988, <i>Sikh: Our Culture</i>, Watts, London.</p> <p>KITS Board of Studies, 2000, <i>Affirmations of Identity Aboriginal and Torres Strait Islander Visual Artists Resource Kit</i>, Board of Studies.</p> |
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Martin, Angela, 1999, *Diversity: A Celebration of Art and Culture, An Education Kit for the Yiribana Aboriginal and Torres Strait Islander Gallery*, Art Gallery of NSW.

WEBSITES

Aboriginal Art and Culture: Contemporary Art and Artists

<http://aboriginalart.com.au>

Aboriginal Art Online – looks at Art and Artists from different regions in Australia

www.aboriginalartonline.com

One World Magazine – read a brief orientation to Aboriginal Art. Visit an exhibition of contemporary traditional paintings

www.oneworldmagazine.org/gallery/abo

Aboriginal Studies – Art and Culture and Spirituality

www.aboriginalartshop.com/index.html

Aboriginal Artwork

www.aboriginalartwork.com

Enchanted Learning

www.enchantedlearning.com/artists/xraystyle

www.enchantedlearning.com/artists/namatjira/coloring/ghostgum.shtml