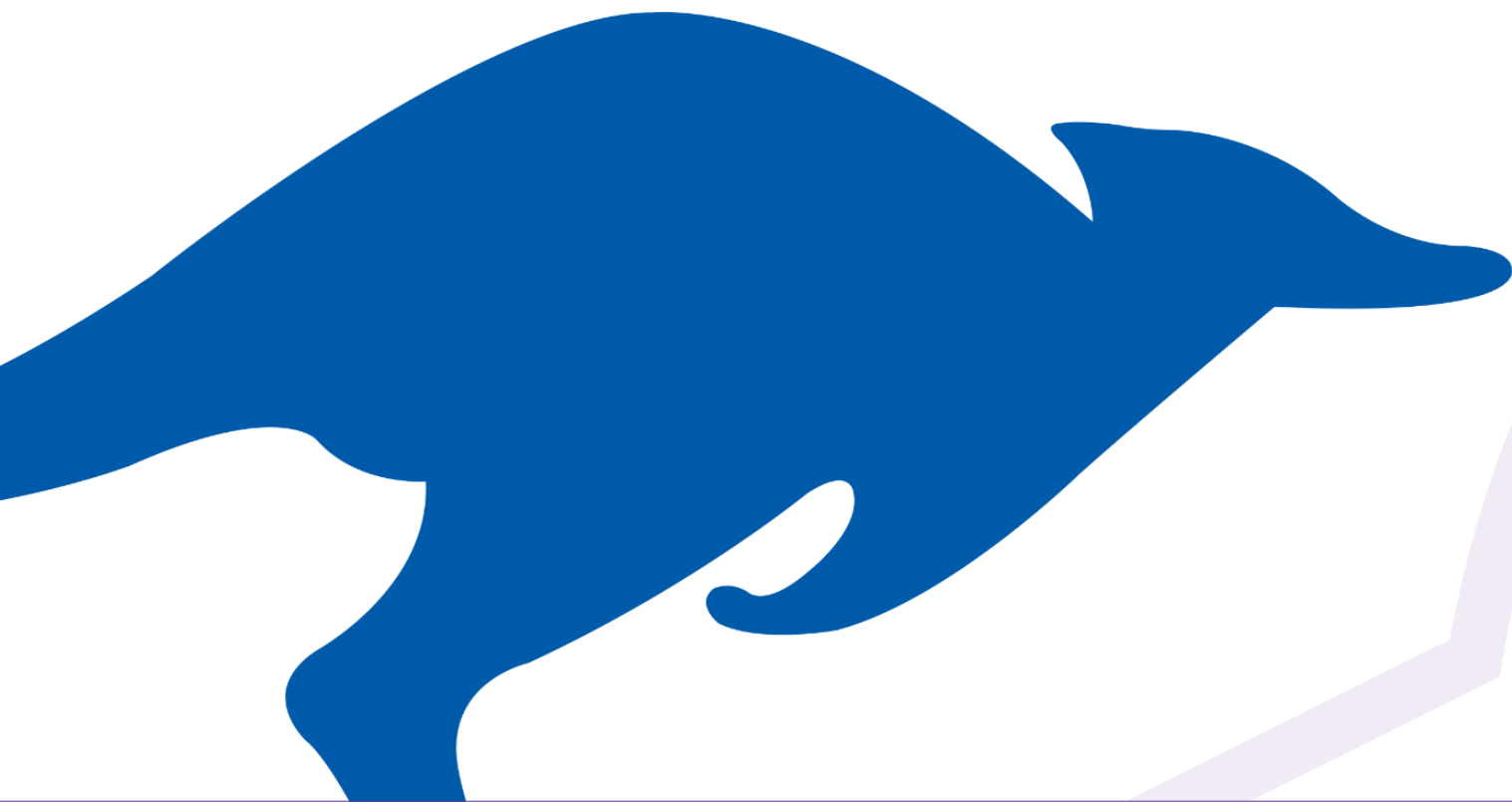




Discovering True North

Learning Resources

Foundation



Education
and Training

True North Foundation - Level 10



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CURRICULUM MAP

FOUNDATION

	Lesson 1 Strengths	Lesson 2 Space	Lesson 3 Kindness	Lesson 4 Working it Out
Personal and Social	examples of different personal strengths and interests; examples of when and how personal strengths are used <u>VC2CPFS03</u>	verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them <u>VC2CPFS01</u> strategies for identifying and coping with negative emotions, and for considering the feelings of others <u>VC2CPFS02</u>	actions required to include and care for others and make friends with peers, teachers and other adults <u>VC2CPFO02</u>	strategies for identifying and coping with negative emotions, and for considering the feelings of others <u>VC2CPFS02</u> how problems and challenges are a part of everyday life, and actions that can be taken to manage them <u>VC2CPFS04</u> simple skills required for collaboration with peers <u>VC2CPFO03</u> verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict <u>VC2CPFO04</u>

Ethical		examples of values, rights and responsibilities, and shared expectations, and reasons they are important <u>VC2CE2U02</u>		
Critical and Creative Thinking		words that show reasons and conclusions, and examples of how to use them <u>VC2CC2R01</u>		
Health and Physical Education	practise personal and social skills to interact respectfully with others <u>VC2HPFP03</u>	practise personal and social skills to interact respectfully with others <u>VC2HPFP03</u> identify emotions they experience <u>VC2HPFP04</u> explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy <u>VC2HPFP05</u> identify protective behaviours and rehearse help-seeking strategies that help keep them safe <u>VC2HPFP06</u>	practise personal and social skills to interact respectfully with others <u>VC2HPFP03</u> identify emotions they experience <u>VC2HPFP04</u>	practise personal and social skills to interact respectfully with others <u>VC2HPFP03</u> identify emotions they experience <u>VC2HPFP04</u>

LESSON 1: STRENGTHS

Discovering True North | Foundation

Time	45 to 50 minutes
Resources	• Beanbag or soft ball • Large anchor chart paper and markers • Icy pole sticks (one per student) • Colouring materials • Glue sticks or tape and scissors • <u>Person Outline</u> (one per student) • <u>Discovering True North anchor chart</u> • Lesson slides
Learning Intention and Success Criteria	To understand our strengths and how we use them. I can: • Explain what a strength is • Name my strengths • Share my strengths with others respectfully
Curriculum Links	• examples of different personal strengths and interests; examples of when and how personal strengths are used <u>VC2CPFS03</u> • practise personal and social skills to interact respectfully with others <u>VC2HPFP03</u>

Method

Teacher note: Cold call is used throughout this lesson as a check for understanding. If a student is not ready to answer, they can *phone a friend* and ask a partner for help, or you can pre-warn them, for example: *Phone a friend*, and I'll come back to you after two more people, so get your thinking ready.

1. **Activate prior knowledge. Ask:** What is a strength? What kinds of things can people be good at?
2. Display the learning intention and success criteria. Read them aloud and unpack the meaning.
3. Display **slide 3**. Explain: A strength is something you are good at. Strengths can be about what you can do, like playing AFL, or about what you are like as a person, like being kind or caring.

Check for understanding: Thumbs up if this is a strength, thumbs down if it isn't: being fast at running.

4. Run **Beanbag Pass**. Students sit in a circle on the mat. Pass the beanbag to another person. When a student catches it, they say their name and one of their strengths. Model first: My name is [teacher name] and one of my strengths is sharing. Keep it fast and fun. Students who are not ready can pass the beanbag straight on.
5. AFL players use their strengths on the field too. Play *Libby's Footy Adventures* on **slide 5** and ask students to listen for two things:

- Something Libby is good at doing
- Something that shows what kind of person she is

6. Display **slide 6**. Run the following thinking routine, **Think, Pair, Share**.

Project Zero: Think, Pair, Share

A routine for active reasoning.

Pose a question to students.

Give students a few minutes to **think**.

Invite students to **pair** with a nearby student to **share** their thoughts.

How to run it:

After the video, ask the following questions. Give students time to think independently first, then have them turn and tell a partner, before taking two or three share-backs and moving on.

- What is Libby good at in this story?
- Is AFL her only strength? What else did you notice?
- What kind of person is Libby? How do you know?
- Did anything in the story remind you of something you are good at?

Listen for students who name character strengths as well, not just skills. Use what you hear to decide who needs prompting in the puppet task.

7. Build the **Class Strengths Anchor Chart**. On a large piece of paper write the heading: Our Class Strengths. Start with Libby from the story in the video. Write: Libby is good at playing AFL and Libby is brave. Open it up to the class. Share one of your own strengths or a strength you have noticed in someone else. Take four or five responses and add each one to the chart in the same format: [Name] is good at ___ or [Name] is ___. Continue adding students to the chart while others are working during the puppet task, so you have the whole class by the end of the session.

Check for understanding: Cold call: Can you name one strength we've added to our class chart so far?

Teacher note: The **Class Strengths Anchor Chart** is a permanent class record that stays on the wall all year. Write every student's name on it during this lesson. If a student is very reluctant, write something you have genuinely observed and add it to the chart.

Assessment	Students	Observe
Diagnostic	Students share during the whole-class anchor chart creation phase.	As you build the anchor chart, note whether students are naming skill-based strengths only, for example <i>I am good at sport</i> , or whether some are naming character strengths, for example <i>I am kind</i> or <i>I am brave</i> .

8. Run **My Strengths Puppet**.



Display the *Person Outline* and think aloud as you draw a face and begin adding strengths inside the figure by drawing or writing. You can have the worked example partially prepared to save time. Model that the person should include at least one thing they are good at (a skill) and at least one word that describes the kind of person they are (a character strength). Students may write or draw.



Invite students to suggest what else you could add to your puppet. Take two or three suggestions and add them. Cut out your figure and glue or tape it to an icy pole stick.



Distribute the *Person Outline*. Students draw their face, add their strengths inside the figure, then cut it out and glue or tape it to an icy pole stick. Roam and scribe for students and support with cutting as needed.

Check for understanding: Cold call: Who can tell me what things you need to include on your *Person Outline*?

Enable

Sit with students who are stuck and reference the **Class Strengths Anchor Chart**. Ask: What did we write about you? Can you draw that? Scribe, or write in yellow pencil for the student to trace.

Extend

Students who finish early write a sentence on the back explaining a time they demonstrated that strength. For example: I am good at cooking. I made brownies with my mum. I am good at sharing. I let my sister use my pencils.

Assessment	Students	Observe
Formative	Students complete the <i>Person Outline</i> with strengths and character words.	Look for students who include both a skill AND a character strength: something about who they are, not just what they can do.

9. Run **Puppet Introductions**.



With a student, model how to share with a partner. Have both people sitting facing each other. One person shares and the other listens. Then they swap roles. They use their puppet to share.

- My name is (name).
- I am good at (skill).
- One of my strengths is (character strength).

Ask each child: When do you use this strength? Accept an oral response or a pictured example.



On the count of three, let's say the first thing we will tell our partners together. 1, 2, 3...

Check for understanding: Hold up three fingers when you're ready to tell me the three things your puppets will say, in order. Invite one student to share.

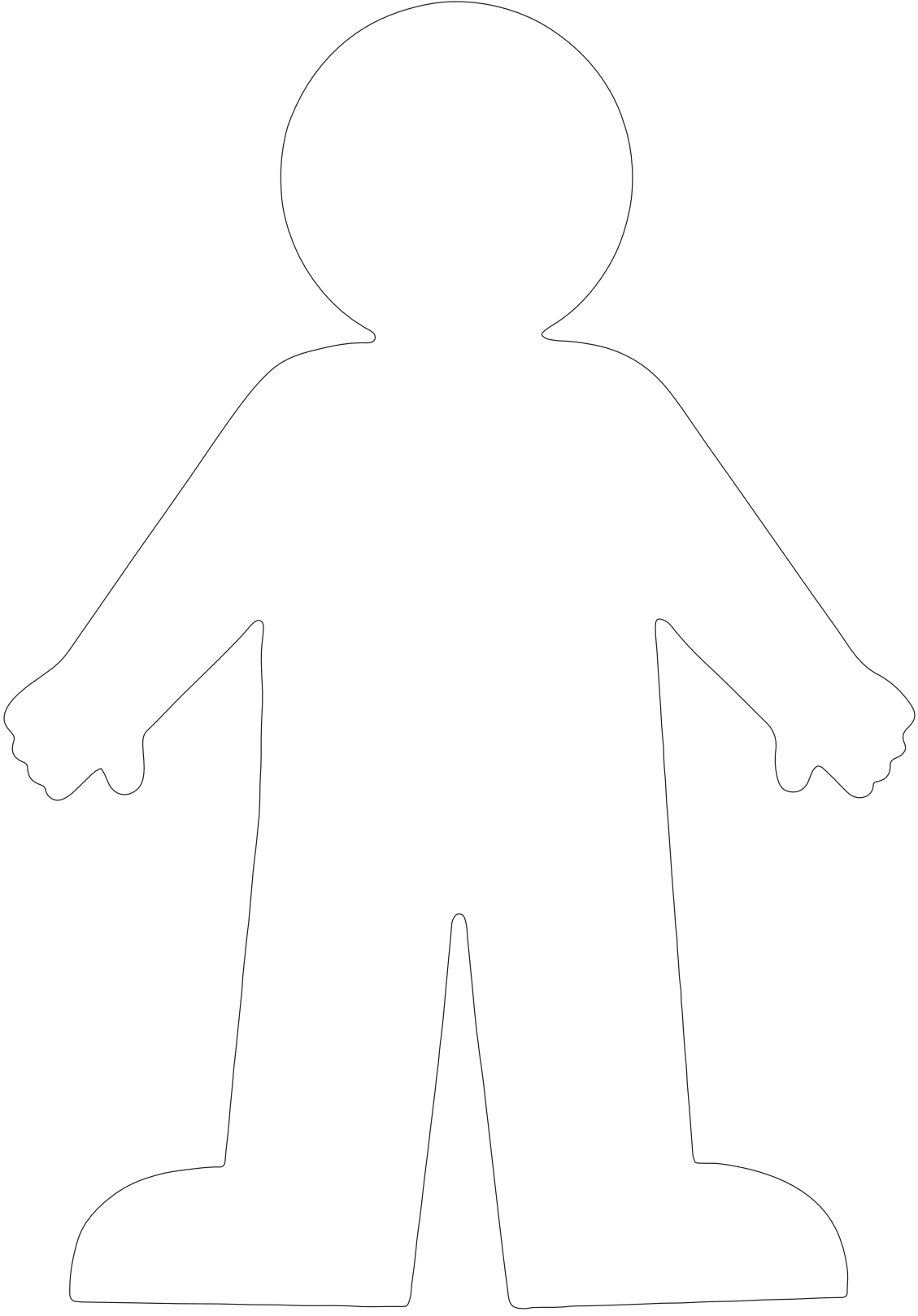


Students stand up and find a partner they have not talked to yet today. Taking turns, each student holds up their puppet and introduces themselves while their partner listens.

Review

1. Return to the learning intention and success criteria. Ask: What is a strength? What are the two types of strengths we talked about today?
2. Point to the **Class Strengths Anchor Chart**. Say: Every single person in this class has strengths. Everyone's strengths are different, and that is what makes our class interesting.
3. Synthesise today's key learning into one takeaway message and record it on the *Discovering True North anchor chart*. For example: We all have different strengths. A strength can be what you're good at or a way to describe who you are.

Taking it further: Take your puppet home tonight. Use it to tell someone in your family one of your strengths and a time you used it. Ask them: What is one of your strengths?



Discovering True North

Strengths

Space

Kindness

Working it Out



LESSON 2: SPACE

Discovering True North | Foundation

Time	45 to 50 minutes
Resources	• Hula hoops (one fewer than the number of students) • Music and a speaker • An open space to move around in • <i>My Body Has a Bubble</i> by Nell Harris (read-aloud available on YouTube) • <u>Discovering True North anchor chart</u> • Lesson slides
Learning Intention and Success Criteria	To understand what a body bubble is and how to look after our own and others' body bubbles. I can: • Demonstrate the size of my body bubble • Notice how someone feels by looking at their face and body • Use my words to ask for space when someone is too close • Name a trusted adult I can go to if I need help
Curriculum Links	• verbal and non-verbal ways to recognise and identify emotional responses and situations associated with them <u>VC2CPFS01</u> • strategies for identifying and coping with negative emotions, and for considering the feelings of others <u>VC2CPFS02</u> • examples of values, rights and responsibilities, and shared expectations, and reasons they are important <u>VC2CE2U02</u> • words that show reasons and conclusions, and examples of how to use them <u>VC2CC2R01</u>

	• practise personal and social skills to interact respectfully with others <u>VC2HPFP03</u> • identify emotions they experience <u>VC2HPFP04</u> • explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy <u>VC2HPFP05</u> • identify protective behaviours and rehearse help-seeking strategies that help keep them safe <u>VC2HPFP06</u>
Method	1. Open by reviewing the previous lesson. Read the previous lesson's takeaway from the <i>Discovering True North anchor chart</i> aloud. Ask: Did anyone notice one of their strengths this week? 2. Activate prior knowledge. Ask: Why is it important to keep our hands and feet to ourselves? 3. Display the learning intention and success criteria. Read them aloud and unpack the meaning. 4. Even AFL players need their own space, like when they're lining up or having a break. Play the player video on slide 4. The player introduces the concept of the body bubble and students practise identifying the size of theirs. 5. Read the picture book <i>My Body Has a Bubble</i> by Nell Harris (read-aloud available on YouTube). Ask: • What did we learn about body bubbles? • What can we do with our bodies to make everyone feel comfortable and safe? • How do we know if we have been a space invader and made someone else uncomfortable?

Assessment	Students	Observe
Diagnostic	Students contribute to the discussion after the read-aloud.	Note whether students can name a specific way we use our bodies to keep others comfortable (giving space, hands and feet to self) rather than a general idea such as being nice. Also note whether students can name a specific cue that tells them they have been a space invader (the other person stepping back, frowning or going quiet), rather than saying they just <i>know</i>.

6. Display **slide 7**. It shows two players standing too close, with one looking uncomfortable. Give students a moment to look at it without saying anything.
7. Display **slide 8**. Run the following thinking routine, **See, Think, Wonder**.

Project Zero: See, Think, Wonder

A routine for looking closely and making connections to deepen understanding.

What do you **see**?

What do you **think** about that?

What does it make you **wonder**?

How to run it:

Students look closely at a photo of the two players, one standing too close and one looking uncomfortable, then say what they see, think and wonder.

Ask each prompt in turn, taking two or three responses. See: What do you notice about these two people? What are their faces and bodies doing? Think: What is happening here, and how is this person feeling? Wonder: What do you wonder about this picture, and what could they do next?

8. Run **Musical Body Bubbles**. Spread hula hoops out across the floor, one fewer than the number of students. Explain: The space inside the hoop is your body bubble. Play music. Students dance around the room. When the music stops, every student must find a body bubble and stand inside it. The students without a hoop sit out to watch. Remove two or three hoops each round so the game ends quickly and students who are out are not watching for long.

9. Run **Body Bubble Line Up**.



Ask one student volunteer to come and stand near the door with you as if you're lining up ready to leave. Model standing at a comfortable distance from them, not too close. Ask the class: How do you know our bubbles are not touching?



Invite three or four more students to join the line, one at a time. Narrate as each one joins: Check the person in front and the person behind. Is there a gap? Are my hands and feet to myself? Adjust with the class's help if a bubble gets crossed.



The students who demonstrated return to the mat. Choose a line leader. The whole class then lines up together at the door, using the line leader and each other to judge the gap, while you watch without narrating.

Once everyone has settled, check the line. If it looks right, share what you noticed: I could see everyone was inside their own bubble. Well done! If it does not look right, give specific feedback and have them adjust. For example: The middle of the line is a bit squashed. Can those three people take a step back? Check again before moving on.

10. Return to the mat for a class discussion. Ask: Why do you think everyone in our class has a right to their own bubble, and whose job is it to look after that?

11. Introduce **The Bubble Toolbox**. Ask: What can we do if someone comes into our bubble and we do not want them to? Teach the steps:

- 1) Notice how you feel. Maybe uncomfortable, maybe annoyed
- 2) Stop
- 3) Use a strong, clear voice
- 4) Say “Please give me some space.”
- 5) Walk away
- 6) Tell a trusted adult if it continues

Check for understanding: Choral response: After we notice how we feel and stop, what do we use? A strong, clear voice.

12. Run **The Bubble Toolbox**.



Model **The Bubble Toolbox** with one volunteer before pairs practise. Have the volunteer walk right up close, close enough that you’d normally step back. Then demonstrate a strong, clear voice as you say, “Please give me some space” and walk away.



Model the activity again with the same volunteer. This time, ask the volunteer to walk right up close to you, close enough that you would normally take a step back. When they stop, invite the whole class to say together, in a strong, clear voice, “Please give me some space.” The volunteer then takes a step back and you move away to demonstrate how asking for space can help re-establish a comfortable distance.



Students find their own space and spread out around the room. In pairs, one partner slowly approaches the other and keeps walking all the way into their partner's bubble, close enough that it feels too close. The other partner works through the toolbox in real time: notices how they feel, stops the approaching partner, uses a strong, clear voice, says "Please give me some space," and walks away. Swap roles and repeat. Include the next step: If they do not stop or I feel unsafe, I can tell a trusted adult. Prompt students to give a reason using the sentence stem: I need space because... Explain that because introduces a reason. After practising, ask: What feeling did you notice before and after asking for space?

Practise seeking and giving permission: May I sit next to you? The other partner answers Yes or No, I need more space. Practise respecting either answer, then swap roles.

Teacher note: For some students, having a peer enter their personal space can bring up emotional or sensory discomfort, for example for a student with a trauma history, sensory sensitivity or prior experience of a boundary violation. Any student may choose to watch a demonstration pair instead of taking a turn being approached. If a student appears uncomfortable or distressed at any point, pause the activity for that pair and check in with them privately.

Enable

For students requiring additional support, stand with pairs and walk them through the steps one at a time, modelling as required.

Extend

Ask the pair to try **The Bubble Toolbox** for a trickier moment: What if the person does not move away the first time? Practise saying it a second time, clearly, then walking away to tell a trusted adult.

Assessment	Students	Observe
Formative	In pairs, students work through The Bubble Toolbox when a partner enters their bubble.	Look for students who use a strong, clear voice and complete the steps in order. In the class discussion beforehand, note whether students can say that everyone has a right to their own bubble and that protecting it is a shared job, not just the teacher's.

13. Bring students back to the mat. Turn and tell the person next to you one trusted adult you could go to if someone kept invading your bubble. Share back.

Check for understanding: Thumbs up for true, thumbs down for false: The very first step in **The Bubble Toolbox** is to tell the teacher that someone has been a space invader.

Review

1. Return to the learning intention and success criteria. Ask: What did we learn about body bubbles today? What can we do if someone enters our body bubble without being invited?
2. Synthesise today's key learning into one takeaway message and record it on the *Discovering True North anchor chart*. For example: Everyone has a body bubble. We feel safe and comfortable when we stay in our own body bubble, and so do others. We can use our words when someone gets too close.

Taking it further: Read *Harrison P. Spader, Personal Space Invader* by Christianne Jones.

LESSON 3: KINDNESS

Discovering True North | Foundation

Time	45 to 50 minutes
Resources	• Butcher's paper and markers • <i><u>Discovering True North anchor chart</u></i> • Lesson slides
Learning Intention and Success Criteria	To understand what kindness is and how it makes us and others feel. I can: • Explain what it means to be kind • Sort actions as kind or unkind • Demonstrate a kind action • Explain how kindness feels to give and receive
Curriculum Links	• actions required to include and care for others and make friends with peers, teachers and other adults <u>VC2CPFO02</u> • practise personal and social skills to interact respectfully with others <u>VC2HPFP03</u> • identify emotions they experience <u>VC2HPFP04</u>

Method

Teacher note: Cold call is used throughout this lesson as a check for understanding. If a student is not ready to answer, they can *phone a friend* and ask a partner for help, or you can pre-warn them, for example: *Phone a friend*, and I'll come back to you after two more people, so get your thinking ready.

1. Open by reviewing the previous lesson. Read the previous lesson's takeaway from the *Discovering True North anchor chart* aloud. Ask: What can we do if someone is being a space invader?
2. **Activate prior knowledge. Ask:** What does it mean to be kind? How can people be kind?
3. Display the learning intention and success criteria. Read them aloud and unpack the meaning.
4. Kindness matters on the AFL field just as much as anywhere else. **Play the player video on slide 4.** The player explains the **Kindness Detective Game**. One side of the room is *Kind*, the other is *Unkind*. The player reads statements alternating between kind and unkind. Students move to the matching side of the room.
5. Students return to the mat. Build the **Kindness Anchor Chart** with three sections: What kindness looks like / feels like / sounds like (to give and receive). Ask one question at a time and record responses on butcher's paper or type directly into **slide 5**. Prompt toward specific actions and words rather than general ideas.

Check for understanding: Cold call: Can you give me one example of what kindness sounds like?

Assessment	Students	Observe
Diagnostic	Students contribute to the Kindness Anchor Chart .	Note whether students can name specific examples of kind actions and words rather than general ideas like just being nice.

6. Run **Kindness in Action**. Explain: We are going to practise showing kindness and watch how it makes people feel. Display the feelings words and pictures on **slide 7**, reading each one aloud. Ask: Look at the person/people in each picture. What do their face and body suggest they are feeling?
7. Explain the routine: A kind action appears on screen. One partner (the giver) performs it while the other (the receiver) responds. When the action finishes, everyone freezes to notice how it felt to give and receive. After the freeze, partners swap roles and a new action appears. Repeat across several rounds so everyone experiences both giving and receiving.



Display **slide 8**. Model with a student partner. *Your partner's lunch box lid is hard to open, so you help them.* Ask: How do you think the person receiving the kindness felt? What did you notice about my partner's face and body?



Display **slide 9**. Ask two student volunteers to demonstrate the next scenario while the class watches. *You share the only glue stick on your table, letting your partner use it first.*



Students spread out in the classroom and work through the scenarios displayed on **slides 10-14**, one at a time. At the freeze point between scenarios, cold call various students and ask: How did the giver feel? How do you think the receiver felt? What did you notice that makes you say that?

Check for understanding: Without saying the feeling out loud, show me on your own face what your partner looked like when you helped them.

Enable

For students who need additional scaffolding, pair them with a supportive partner who can model the action first, or allow them to observe one round before participating themselves. Some students may need the physical actions broken down further as a slow, step-by-step sequence before they attempt them.

Extend

Students suggest their own kind action for the group to try in a future round, building on the theme of the displayed scenarios.

	<table><tr><th>Assessment</th><th>Students</th><th>Observe</th></tr><tr><td>Formative</td><td>Students participate in Kindness in Action scenarios.</td><td>Look for students who can describe their partner’s reaction and name the feeling behind it.</td></tr></table>	Assessment	Students	Observe	Formative	Students participate in Kindness in Action scenarios.	Look for students who can describe their partner’s reaction and name the feeling behind it.
Assessment	Students	Observe					
Formative	Students participate in Kindness in Action scenarios.	Look for students who can describe their partner’s reaction and name the feeling behind it.					
Review	1. Return to the learning intention and success criteria. Ask: What did we learn about kindness today? Turn and tell: Tell your partner what kindness means and give one example. 2. Display slide 16. Run the following thinking routine, Think, Pair, Share. Project Zero: Think, Pair, Share A routine for active reasoning. Pose a question to students. Give students a few minutes to think. Invite students to pair with a nearby student to share their thoughts. How to run it: Apply the Think, Pair, Share routine to the following questions: • How does it feel to give kindness? How does it feel to receive it? • What is one thing you might hear if someone is being kind? • What is one thing you might see if someone is being kind?						

3. Synthesise today's key learning into one takeaway message and record it on the *Discovering True North anchor chart*. For example: Being kind makes us feel good, and it makes others feel good too.

Taking it further: Before the next lesson, do one kind thing for someone in your life. Come back ready to share what it was and how it felt.

LESSON 4: WORKING IT OUT

Discovering True North | Foundation

Time	45 to 50 minutes
Resources	• Puppets or toys (one per person) • <i><u>Discovering True North anchor chart</u></i> • Lesson slides
Learning Intention and Success Criteria	To learn how to compromise. I can: • Explain what a compromise is • Show how to compromise
Curriculum Links	• strategies for identifying and coping with negative emotions, and for considering the feelings of others <u>VC2CPFS02</u> • how problems and challenges are a part of everyday life, and actions that can be taken to manage them <u>VC2CPFS04</u> • simple skills required for collaboration with peers <u>VC2CPFO03</u> • verbal and non-verbal language to identify responses when experiencing personal interactions, including conflict <u>VC2CPFO04</u> • practise personal and social skills to interact respectfully with others <u>VC2HPFP03</u> • identify emotions they experience <u>VC2HPFP04</u>

Method

Teacher note: Cold call is used throughout this lesson as a check for understanding. If a student is not ready to answer, they can *phone a friend* and ask a partner for help, or you can pre-warn them, for example: *Phone a friend*, and I'll come back to you after two more people, so get your thinking ready.

1. Open by reviewing the previous lesson. Read the previous lesson's takeaway from the *Discovering True North anchor chart* aloud. Ask: Did anyone do something kind for someone this week?
2. **Activate prior knowledge. Ask:** When you have a disagreement with a friend in the classroom or in the playground, how does it feel? What do you do to try to solve it before coming to a teacher?
3. Display the learning intention and success criteria. Read them aloud and unpack the meaning.
4. Run **Would You Rather?** Students move to the side of the room that matches their answer. Display **slides 4-8** and after each question, invite one student from each side to explain their choice in one sentence.

Questions:

- Would you rather play your favourite game with someone you don't know well, or play a game you don't like with your best friend?
- Would you rather keep playing with your friend even though they keep changing the rules, or go and play by yourself?

- Would you rather eat lunch with someone you don't know very well, or eat by yourself in your favourite spot?
- Would you rather let your friend choose the game every day this week, or take turns choosing but sometimes play a game you don't like?
- Would you rather tell your friend their idea is not fun and maybe hurt their feelings, or go along with it even though you are bored?

Assessment	Students	Observe
Diagnostic	Students respond to the Would You Rather? choices and explain their thinking.	Note whether students can give a reason for their choice, and whether they recognise that both options have a positive. Students who already see both sides are ready for compromise. Those who insist one option is simply right will need more support in the puppet task.

5. Explain: Sometimes we want different things from our friends. Today we are going to practise one solution for when that happens. Compromise is one strategy to solve a disagreement between two or more people.

6. Even teammates don't always want the same thing. **Play the player video** on **slide 10**. The player shares a real example of a time they and a teammate wanted different things and how they worked it out. They explain what a compromise is: Both people give a little and both people get a little. Nobody gets exactly what they want, but everyone is okay and the problem is solved.
7. After the video, ask: What did the player do when they and their teammate wanted different things?

Check for understanding: Cold call: Can you tell me what a compromise is, in your own words?

8. Run **Puppet Solutions**. Bring out two puppets.



Tell students: These two friends want to play together at lunch, but they cannot agree on what to play. To the puppets, say: Pause, take one slow breath. Then, ask what each person wants. One wants to play on the equipment; the other wants to play tiggy. Neither one wants to give in.

Ask students: What does it look or sound like when two friends can't agree? What is the problem? What could they do? Prompt students towards a compromise.

Then, using the puppets, act out the compromise.



Ask a volunteer to help you act out a compromise with the puppets.



Each student chooses a puppet and finds a partner and some space in the room. Read the scenarios on **slides 13-16** aloud, one at a time, giving pairs time to use their puppets to act out the problem and then a compromise:

- Two people both want to sit on the wobbly stool at the same time.
- There is only one orange whiteboard marker left, and both friends want to use it.
- Someone keeps changing the rules when playing tiggy.
- A friend does not want to come to Art Club anymore, even though they agreed to come last week.

Enable

For students who find the scenarios challenging, work with the pairs to support and model language of compromise. Use the puppet to model both sides of the problem.

Extend

Pairs who finish early make up their own playground or classroom problem and act out a compromise. They share it with another pair.

	<table><tr><th>Assessment</th><th>Students</th><th>Observe</th></tr><tr><td>Formative</td><td>In pairs, students model Puppet Solutions with their partner.</td><td>Look for pairs whose solution has both puppets giving a little and getting a little, rather than one puppet simply giving in or one getting their way.</td></tr></table>	Assessment	Students	Observe	Formative	In pairs, students model Puppet Solutions with their partner.	Look for pairs whose solution has both puppets giving a little and getting a little, rather than one puppet simply giving in or one getting their way.
Assessment	Students	Observe					
Formative	In pairs, students model Puppet Solutions with their partner.	Look for pairs whose solution has both puppets giving a little and getting a little, rather than one puppet simply giving in or one getting their way.					
	9. Return to the mat and have two pairs demonstrate one of their Puppet Solutions . Ask: How might each puppet feel before the compromise? How might they feel afterwards?						
Review	1. Return to the learning intention and success criteria. Ask: What is a compromise? Push for ‘both people give a little and both people get a little’ framing. 2. Synthesise today’s key learning into one takeaway message and record it on the <i>Discovering True North anchor chart</i>. For example: One way to solve a problem when two people disagree is to compromise. No one gets exactly what they want, but both people get some of what they want. Taking it further: This week, if you and someone at home want different things, try making a compromise. Come back ready to tell us how you gave a little and how you got a little to solve your problem.						