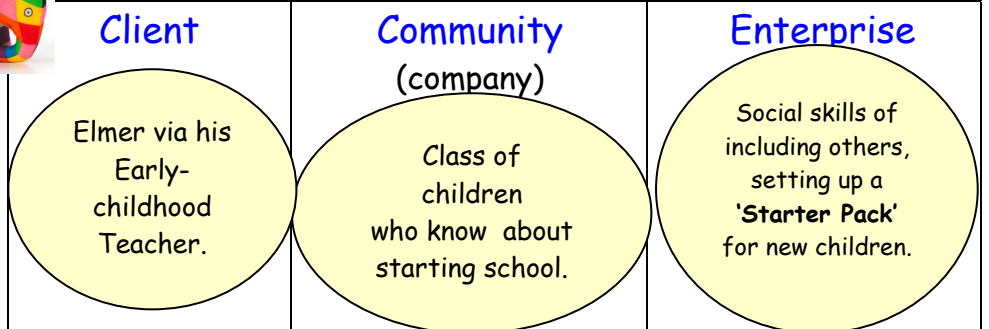


Quick Start Community of Inquiry:



Elmer's First Day at School

Values	Focus	Secondary	Key Competencies
<p>Students will be encouraged to value:</p> <p>excellence, by aiming high and by persevering in the face of difficulties</p> <p>innovation, inquiry, and curiosity, by thinking critically, creatively, and reflectively</p> <p>diversity, as found in our different cultures, languages, and heritages</p> <p>equity, through fairness and social justice</p> <p>community and participation for the common good</p> <p>ecological sustainability, which includes care for the environment</p> <p>integrity, which involves being honest, responsible, and accountable and acting ethically and to respect themselves, others, and human rights.</p>	<p>Thinking: Use creative, critical, and metacognitive processes to make sense of information, experiences, and ideas. Developing understanding, making decisions, shaping actions, or constructing knowledge, show intellectual curiosity. Competent thinking, problem solving, actively seek, use, and create knowledge. Reflect on learning, draw on personal knowledge, and ask questions, challenge assumptions and perceptions.</p> <p>Using language, symbols, and texts: Use languages and symbols to produce texts of all kinds: written, oral/aural, and visual; informative and imaginative; informal and formal; mathematical, scientific, and technological. Interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts. Recognise how choices of language, symbol, or text affect people's understanding and response. Confidently use ICT to access, provide information and communicate.</p> <p>Managing self: Show a "can-do" attitude, see self as a capable learner, use self-assessment. Enterprising, resourceful, reliable, and resilient, establish personal goals, make plans, manage projects, and set high standards. Show strategies for meeting challenges. Decide when to lead, when to follow, and when and how to act independently.</p> <p>Relating to others: Active listening, recognise different points of view, negotiate, and share ideas. Open to new learning, take different roles. Aware how their words and actions affect others. Decide when to compete or co-operate. Work effectively together to create new approaches, ideas, and ways of thinking.</p> <p>Participating and contributing: Contribute appropriately as a group member, make connections, create opportunities for others. Show a sense of belonging, confidence to participate or take a risk. Show understanding of the importance of balancing rights, roles, responsibilities and of contributing to the quality and sustainability of social, cultural, physical, and economic environments.</p>		



Hook:
Elmer's nursery teacher has sent a letter to your class because he is very nervous about starting school - he is different from other children.

Tension:
Elmer visit for interview
Elmer's morning pre-visit
Another new parent visit

- Possible activities or episodes:**
- Discuss responses & experience of receiving letters. (Jolly Postman)
 - write & read letters based on a purpose - thank-you, ex pupils/teacher...
 - Read story about Elmer discussing that he is imaginary.
 - Receive letter from Elmer.
 - ID potential reasons for his being sad
 - Plan questions for Elmer
 - In role - talk to Elmer

- Decide how we need to respond
- Possibly:** photo book of first day at school, picture stories of how to make a friend, what to do when you're sad, 'I am special because' art works, 'Welcome to Springston School' or 'What's great about our school' books...

7. **Possible conclusion:** Have Elmer visit for the day then use resources for all new children or they could plan a 'welcome to school' party for new intake - with help of senior buddies. (Children lead ideas)

Create large Effigy of Elmer on the wall - interact through post-it notes
(Can't judge a book by it's cover, stereotyping, friendship,

