

UNIT ONE

What Your Dog Needs

Being a responsible dog owner
Year levels Foundation - 2



Learning activities and resources for students in years levels F - 2

ABOUT AMRRIC

AMRRIC works with rural and remote Indigenous **communities** and **schools** to develop culturally appropriate, sustainable solutions to improving animal health and management.

Our integrated One Health approach includes veterinary service delivery, education and capacity building that improves not only the health and management of companion animals, but also the health and wellbeing of people.

More about our schools services

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UNIT OVERVIEW

- ☐ **Year Level Focus:** Foundation - 2
- ☐ **Learning Outcome:** Students will extend their language skills through learning how to care for their dog and being a responsible pet owner
- ☐ **Minimum suggested lessons:** 7 x 30 - 45 minutes (depending on the time needed to reinforce new words and sounds in Language Extensions)
- ☐ **Alignment to Australian Curriculum:** English, Health & Physical Education in year levels F-2 Content descriptions and Achievement standards
- ☐ **Sample assessment plan:** including student assessment tasks

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Teacher's Notes

UNIT SUMMARY

What Your Dog Needs Year levels Foundation –2

Learning Outcome

Students will extend their language skills - receptive and productive modes - through learning how to care for a dog and be a responsible dog owner

Understandings (Big Ideas):

- Like people, dogs have basic needs that help keep them happy and healthy
- Listening critically to others and using effective speaking strategies will help me communicate my ideas
- I can use familiar words, images and context to help me understand and create texts

Essential Questions:

- Why are some foods that people can eat bad for dogs?
- Is it OK to share my ideas even if they might be wrong? Or if others don't like them?
- Is it OK to take a guess at an answer, e.g. a word, even though it might be wrong?

Students will know:

- The seven basic needs of dogs
- How to bath a dog
- How to select healthy foods for dogs
- The high-frequency sight words appropriate to year level
- New vocabulary associated with the unit theme - dogs' needs

Sample Achievement Standards

Students will be able to:

- AS 1: Read aloud ... short texts with some unfamiliar vocabulary, simple compound sentences and supportive images (English – RM: Year 1)
- AS 2: Read texts that contain [varied sentence structure] some unfamiliar vocabulary, high-frequency sight words and images that provide additional information (English – RM: Year 2)

- AS 3: Listen to others when taking part in conversations using appropriate language features (English – RM: Year 1)
- AS 4: Listen for and reproduce letter patterns and letter clusters (English – RM: Year 1)
- AS 5: Create [short informative] texts drawing on their own experiences, their imagination and information they have learned (English – PM: Year 2)
- AS 6: Make short presentations of a few connected sentences on familiar and learned topics (English – PM: Year 1)
- AS 7: Use a variety of strategies to engage in group and class discussions (English – PM: Year 2)
- AS 8: Demonstrate positive ways to interact with others [and] fundamental movement skills [including] movement sequences (HPE: Years 1-2)

THE LEARNING ACTIVITIES

Choose this link to go straight to detailed descriptions of the activities in Unit 1

AN OVERVIEW OF THE LEARNING ACTIVITIES

An overview of the activities with links to accompanying learning resources in Unit 1

1. Introduction and Discussion of Dog's Needs: Resource: [Feeding Dogs](#)
2. Language Extensions: resource - [Matching Dogs' Needs](#); Language Activity – [Dogs' Needs](#)
3. Health Extensions: resources – [Good Food, Bad Food](#) (PowerPoint flashcards & teachers' notes); [I Eat, We Eat, Dogs Eat](#);
4. Game: Learning Resource (described in unit plan): [Dogs' Needs Relay Race](#)
5. Practical Session (described in unit plan): Bathing a dog
6. Language Extension (described in unit plan): Naming dog parts and washing implements
7. Review and Close: Resource – [Participation Certificates](#)

Other Useful Resources:

[Young Dog](#) by Sophie Constable; [Integrating the strands using Young Dog](#); [Dog Bogey – bathing your dog](#); [Manymak Wungan ga Rerrimirw](#)

Learning Activities

What Your Dog Needs Being a Responsible Dog Owner

Introduction & dogs' needs

ACTIVITY 1

Introduction

Today we are going to talk about caring for dogs. Who here has dogs at home?

Class discussion: allow students to share a few stories about dogs they know. For example, are they good hunters? Are they cheeky (aggressive) ones?

Explain: dogs look very different to us, but in lots of ways they're the same. They can get happy and sad and angry and scared, hungry or thirsty, just like us. And just like us, they have things they need in order to be happy and healthy.

ACTIVITY 2

What a dog needs

Teacher-led activity: I have a bag here with some things that dogs need. What do you think might be inside? What do dogs need to be happy and healthy? (If students are shy about calling out, get a student to pull something out of the bag)

Food: Dogs eat both fresh meat and plant food, just like us. They need bones for their teeth (because they don't use toothbrushes). Puppies need special foods like their mother's milk to help them grow up big and strong. Wild animals get food from the bush, but many dogs aren't very good at this, especially town dogs. Pets need to get food from people to stay happy and healthy. *[Pull out two dogs' bowls, two bones and two packets of dog food from the bag]* See and discuss

Feeding Dogs

Water: Dogs require fresh clean water every day, just like us.

Family: Most dogs don't like being alone, just like us. They need family. People need dogs to look after them, guard them and so on, but dogs need people to look after them too.

FOUNDATION - YEAR 1

Content Descriptions

ENGLISH (F): (ACELY1646)

Literacy (Interacting with others)

Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations

ENGLISH (1): (ACELY1656)

Literacy (Interacting with other)

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

YEAR 2

Content Descriptions

ENGLISH: (ACELY1666)

Literacy (Interacting with others)

Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions

ENGLISH: (ACELY1789)

Literacy (Interacting with others)

Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately

Notes: English Content descriptions

1. The Content descriptions in this unit include Foundation Year in addition to 1-2 where it is appropriate to the activity
2. (F) = Foundation; (1) = Year 1



Notes: Health and Physical Education Content descriptions

1. In the Australian Curriculum, Content descriptions for HPE are bundled together in paired year levels, e.g. 1-2, 3-4 etc.
2. Refer to the elaborations for more specific detail about each Content description

Learning Activities

What Your Dog Needs Being a Responsible Dog Owner

Language extensions

Shelter: Dogs require a safe place to live where they can rest safely away from fighting and noise and be sheltered from the sun and rain, just like us! Old dogs especially need a quiet place to rest.

Health care: Dogs need people to care for them to keep them clean and healthy, and get them medicine when they are sick, just like us. Puppies need a lot of looking after.

Exercise/play: Dogs need to run around to be healthy, happy and strong, just like us.

Learning/training: Just like us, dogs need to learn what's right and wrong, what the rules are. Puppies especially need to learn many new things. What sort of things do dogs need to learn?

Dogs need to learn to:

- stay at home during the day when we go to school
- not snatch food
- not jump up
- be gentle and respectful with family.

Class activity: 'Think, Pair, Share' - in pairs and small groups, talk about dogs' needs in home language or dialect and report back to the whole class in English.

Report: students report back through a spokesperson.

Teacher leads students to conclude that we need to teach dogs to listen to us and understand right and wrong behaviours.

If dogs don't get the things they need, they can get sad and sick. That makes people sad too, and sick dogs can also make people sick.

When we care for each other everyone is happy and healthy.

FOUNDATION - YEAR 1 Content Descriptions

ENGLISH (F): (ACELY1784)

Literacy (Interacting with others)

Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact

ENGLISH: (ACELY1788)

Literacy (Interacting with others)

Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace

ENGLISH (F): (ACELY1647)

Literacy (Interacting with others)

Deliver short oral presentations to peers

ENGLISH: (ACELY1657)

Literacy (Interacting with others)

Make short presentations using some introduced text structures and language, for example opening statements.

YEAR 2 Content Descriptions

ENGLISH: (ACELY1789)

Literacy (Interacting with others)

Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately

ENGLISH: (ACELY1667)

Literacy (Interacting with others)

Rehearse and deliver short presentations on familiar and new topics

Learning Activities

What Your Dog Needs Being a Responsible Dog Owner

Language extensions

ACTIVITY 2.1

Language Extensions

Preparation: teacher (or student) places a card with each word or phrase near the object representing that need:

Food: food bowl

Water: water bowl

Family: photo of people together with their dogs

Shelter/home/a safe place to live: dog blanket/towel, photo of a dog sleeping peacefully on a veranda

Health care: flea shampoo, worming medicine or relevant photo from the local community, for example, an Environmental Health Worker administering medicine to a dog

Exercise/play: a ball, a leash, something to chew on

Learning/learn: a bag of food treats

Activity: students listen to the sounds as the teacher sounds out the 'dogs' needs' words and write letters to represent those sounds. Students then think of words with the same ending sound as a given word, e.g. 'd/og – l/og' and 'pl/ay – st/ay'.

Activity: affix words for 'dog', 'food' and/or 'water' from an Indigenous language near the objects, saying the words and explaining which language and community they come from. Discuss how Indigenous languages were originally only in the spoken form.

See table opposite ...

YEAR 1 Content Descriptions

ENGLISH (F): (ACELA1439)

*Sound and letter knowledge
(Phonemic awareness/sounds of language)*

Recognise rhymes, syllables and sounds (phonemes) in spoken words

ENGLISH (1): (ACELA1458)

*Sound and letter knowledge
(Alphabet knowledge)*

Recognise sound-letter matches including common vowel and consonant digraphs and consonant blends

YEAR 2 Content Descriptions

ENGLISH: (ACELA1460)

Language variation and change

Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to their audience, purpose, context and cultural background

LANGUAGE	DOG	FOOD	WATER
Burarra	Gulukula	Balaja	Bugula
Ndjebbana	Barrbaya	Yalaba	Wanbana*
Kuninjka	Duruk	Manme	Gunronj
Djinang	Bortchi	Wale	Garpe
Yolngu	Watu	Ngatha	gapu

* Ndjebbana words for water: wanbana (rain); maraca (paperbark, billabong, water); riyala (stream water); manjuti (permanent waterhole); gulun' (billabong, pool)

Learning Activities

What Your Dog Needs Being a Responsible Dog Owner

Other extension activities

Extension Activities

1. Draw or paint pictures representing dogs' needs and write the words next to the images.
2. Make a wall chart: two columns, one of pictures of needs and the other a list of words representing the needs (see [Matching Dogs' Needs](#)). Connect the words to the pictures.
3. Referring to illustrations of dogs' needs (see [Dogs' Needs – language activity](#)):
 - Make connections between the text and students' own experiences with dogs and between information in print and images
 - Build knowledge about dogs' needs and learn new vocabulary before and during reading
 - Retell key information in the text (e.g. dogs get bored if they don't exercise)
4. Create sentences relating to dogs' needs, for example:
 - Dogs need to run around.
 - Dogs need to eat good food.
 - Dogs need water every day.
 - Dogs need family.
 - Dogs need a safe place to live.
 - Dogs need caring for.
 - Dogs need to learn the right way to live.

FOUNDATION – YEAR 1 Content Descriptions

ENGLISH (F): (ACELA1426)

Language (Language variation and change)

Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community

ENGLISH (F): (ACELY1650)

Literacy (Interpreting, analysing, evaluating)

Use comprehension strategies to understand and discuss texts listened to, viewed or read independently

ENGLISH (1): (ACELY1660)

Literacy (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 content, text structures and language features

YEAR 2 Content Descriptions

ENGLISH: (ACELY1670)

Literacy (Interpreting, analysing, evaluating)

Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures

ENGLISH (1): (ACELA1460)

Language (Language variation and change)

Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background.

Learning Activities

What Your Dog Needs Being a Responsible Dog Owner

Other Extension Activities

ACTIVITY 2.2

Health Extension

Class discussion: foods that dogs should eat and the ones they should not eat (see [Good food, bad food PowerPoint](#)).

Activity: take photos of (or draw) these foods and create a poster, emphasising that dogs, just like people, need a balanced diet of meat and vegetables.

And/or ...

Discuss the foods that are good for both dogs and humans, and those that are suitable for dogs only (see [Feeding Dogs](#)) or humans only.

Activity: students complete *I Eat, we eat, dogs eat* (Suitable for Years 2-6)

ACTIVITY 3

Relay Race

1. Split class into two groups.
2. Set up a mascot dog (picture, soft toy, and cut out dog) 30 metres away for each group.
3. In front of each group of students place a:
 - dog food bowl
 - dog water bowl and cup
 - bucket full of water
 - bucket full of dog food
 - dog blanket
 - bag of treats
 - leash or ball or Frisbee
 - dog shampoo bottle and/or worming tablets
4. Each member of the team needs to say which item they are choosing and then run the item up to the mascot dog. Every item must end up at the mascot dog, but each person can only carry one item, and there can be only one runner at a time. The food and water bowls need to be filled up with food and water from the buckets.

FOUNDATION - YEAR 1

Content Descriptions

ENGLISH (F): (ACELY1646)

Literacy (Interacting with others)

Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations

ENGLISH: (ACELY1656)

Literacy (Interacting with others)

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

HEALTH & PHYS. ED: (ACPPS018)

Personal, Social and Community Health (Being health, safe and active)

Recognise situations and opportunities to promote health, safety and wellbeing

YEAR 2

Content Descriptions

ENGLISH: (ACELY1666)

Literacy (Interacting with others)

Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions

HEALTH & PHYS. ED:

(ACPMPO27)

Movement and Physical Activity (Moving our body)

Create and participate in games

Notes: HPE Content descriptions

3. In the Australian Curriculum, Content descriptions for HPE are bundled together in paired year levels, e.g. 1-2, 3-4 etc.
4. Refer to the elaborations for more specific detail about each Content description

5. Lastly, the whole team must run to their dog (family!).

The first team to get all their dog's needs fulfilled wins! If possible, the 'needs' can then be used as prizes.

Learning Activities

What Your Dog Needs

Being a Responsible Dog Owner

Bathing a Dog

ACTIVITY 4

Bathing a dog

Students participate in washing a dog:

1. Choose a grassy or concrete area that won't get too muddy, and is near a tap and hose or bucket.
2. Collect the dog, helpers, dog shampoo, bucket and dry towel.
3. Get someone to hold the dog, or tie the dog to a pole so it doesn't run away.
4. Wet the dog all over.
5. Pour on a few capfuls of shampoo.
6. Rub the shampoo into the dog's fur so that it bubbles up all over.
 - Make sure the dog is soaped up on the neck, back, chest, belly, legs, feet and tail.
 - Make sure no shampoo gets into the dog's eyes, nose, mouth, or inside the ears.
7. Rinse off the shampoo. Some flea shampoos need to be left in so read the instructions on the bottle.
8. Let the dog shake. (Stand back!)
9. Rub the towel over the dog to dry him a bit more.

ACTIVITY 4.1

Language extensions

Name the parts of a dog and the items needed to wash the dog: head, neck, back, belly, chest, tail, legs, paws, eyes, ears, nose, mouth, shampoo, tap, bucket, towel.

Get students to affix name cards to a cut out picture of a dog as well as pictures of the items needed to wash the dog.

Take photos during the dog washing. Show them to the students and ask them to put them in order. Using the photos as cues, students write up a set of instructions on how to wash a dog.

FOUNDATION - YEAR 1 Content Descriptions

ENGLISH (F): (ACELA1437)

Language (Expressing and developing ideas)

Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school

ENGLISH (1): (ACELA1454)

Language (Expressing and developing ideas)

Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts

ENGLISH (F): (ACELA1758)

Language (Expressing and developing ideas)

Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words

ENGLISH (1): (ACELA1778)

Language (Expressing and developing ideas)

Know that regular one syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words

YEAR 2 Content Descriptions

ENGLISH: (ACELA1470)

Literacy (Expressing and developing ideas)

Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose

ENGLISH: (ACELA1471)

Literacy (Expressing and developing ideas)

Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words



Learning Activities

What Your Dog Needs Being a Responsible Dog Owner

Review & Close

Review and closure (suggestions)

- Review vocabulary by playing 'Caring for Your Dog' bingo
- Have a barbeque with meat and plant food, e.g. onion, sweet potato, salad
- Award C6 [Participation certificates](#) to the students for passing the 'Dog Care' course

Additional Resources

[Young Dog](#) by Sophie Constable.

[Integrating the strands using Young Dog](#)

[Dog Bogey – bathing your dog](#)

[Manymak Wungan ga Rerrimiriw \(PPT, 50MB\)](#)

FOUNDATION - YEAR 1 Content Descriptions

ENGLISH (F): [\(ACELY1651\)](#)

Literacy (Creating texts)

Create short texts to explore, record and report ideas and events using familiar words and beginning writing

ENGLISH (1): [\(ACELY1661\)](#)

Literacy (Creating texts)

Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams

YEAR 2 Content Descriptions

ENGLISH: [\(ACELY1671\)](#)

Literacy (Creating texts)

Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose



SAMPLE ASSESSMENT PLAN

What Your Dog Needs: Being a responsible dog owner

Note: the assessment tasks are examples only and may not suit the students in your school community without some modification. Choose from among the examples to build an assessment plan that best suits your students and your teaching-learning approach to the unit;

For descriptions of some terms see the glossary on page 12

ACHIEVEMENT STANDARDS Refer to unit summary, page 1	RELATED ACTIVITIES Refer to the detailed learning activities	DESIRED UNDERSTANDINGS Assessing what	SAMPLE ASSESSMENT TASKS
AS 1 [English RM: Year 1] Read aloud ... short texts with some unfamiliar vocabulary, simple compound sentences and supportive images	Activity 2.1 (extension activities, page 3): #1-4 Activity 4.1 (language extensions): Naming the parts of a dog	<i>The student is able to:</i> ✓ Use comprehension strategies to understand and discuss texts listened to, viewed or read independently [activity 2.1] ✓ Understand the use of vocabulary in familiar contexts ... and topics taught at school	<i>Checklist (individual observation - presentation/role play etc.):</i> Facets: explain Description: student reads aloud short texts from extension activities 3 & 4 (page 4); and uses introduced words in different contexts/sentences to explain meaning OR Matching exercise (Kinaesthetic): Description: match sentences with images; and read aloud OR Game – relay race (kinaesthetic): Description: teams run to place sentences and images together
AS 2 [English RM: Year 2] Read texts that contain [varied sentence structure] some unfamiliar vocabulary, high frequency sight words and images that provide additional information	Activity 2.1 - extension activities: #1-4	<i>The student is able to:</i> ✓ Read and recognise familiar/unfamiliar vocabulary in context, and Use comprehension strategies to: ✓ discuss/explain literal and inferred meaning of images and text ✓ analyse texts by drawing on knowledge of context, language and visual features and text structures <i>Note:</i> this is similar to but an extension of AS 1 – suitable for older (Year 2) or more capable students <i>Note:</i> This Achievement standard (AS 2) can also be aligned to activity 4.1	<i>Checklist - Observation during presentation/role play etc.):</i> Facets: explain Description: student reads aloud short texts from extension activities 3 & 4 (page 4) OR <i>Paper test (written task):</i> Description: write in or choose word cards to fill blanks in sentences or use learned words or sentence structures in different contexts OR <i>Presentation/role play (kinaesthetic):</i> Description: students 'act out' sentences in a scenario to demonstrate understanding

ACHIEVEMENT STANDARDS Refer to unit summary, page 1	RELATED ACTIVITIES Refer to the detailed learning activities	DESIRED UNDERSTANDINGS Assessing what	SAMPLE ASSESSMENT TASKS
AS 3 [English RM: Year 1] Listen to others when taking part in conversations using appropriate language features	Activity 1: class discussion ALSO Activity 2: class discussion – ‘think, pair, share’, jigsaw	<i>The student is able to:</i> Engage in conversations using active listening behaviours by: ✓ Showing interest; ✓ Contributing ideas, information and questions, and ✓ Responding orally to others making use of introduced concepts and language	Checklist (observation)
AS 4 [English RM: Year 1] Listen for and reproduce letter patterns and letter clusters	Activity 2.1: language extensions	<i>The student is able to:</i> ✓ Recognise rhymes, syllables and sound-letter matches (common vowel and consonant diagraphs and consonant blends) in written or spoken words	<i>Paper test (written task)</i> Facets: explain Description: write or choose correct words to fill in blanks in sentences/stories; read aloud with correct pronunciation OR Manually sort/say aloud words into categories (food, water, family etc.)
AS 5 [English PM: Year 2] Create [short informative] texts drawing on their own experiences, their imagination and information they have learned	Activity 4.1: Language extensions	<i>The student is able to:</i> ✓ Recognise and explain vocabulary related to bathing a dog ✓ Spell words that use diagraphs, long vowels, blends and silent letters ✓ Use strategies to break up simple words, e.g. morphemes & syllabification ✓ Recognise & write some irregular words (in context)	<i>Paper test (written task):</i> Facets: <i>explain</i> Description: write a simple procedure to wash a dog <i>Notes:</i> allow students to try recalling and spelling new words without assistance; have flashcards available and covered so they can be referred to if needed; Also make use of the words and strategies learned in Activity 2.1
AS 6 [English PM: Year 1] Make short presentations of a few connected sentences on familiar and learned topics	Activity 2: think, pair & share	<i>The student is able to:</i> ✓ Appropriately use text structures: problem-solution (When cheeky dogs are chained up all the time, they can become nastier so ...) AND/OR ✓ cause-effect (If dogs come to school then ...)	<i>Presentation or role play (oral/kinaesthetic):</i> Facets: explain Description: act out the scenario, e.g. the vet explaining ‘dogs’ needs’ (after discussion and ‘think, pair, share’ exercise) [criteria sheet/checklist needed]

ACHIEVEMENT STANDARDS Refer to unit summary, page 1	RELATED ACTIVITIES Refer to the detailed learning activities	DESIRED UNDERSTANDINGS Assessing what	SAMPLE ASSESSMENT TASKS
AS 7 [English PM: Year 2] Use a variety of strategies to engage in group and class discussions	Activities 1 & 2	<p><i>The student is able to:</i></p> <ul style="list-style-type: none"> ✓ Listening for specific information (being a responsible dog owner) ✓ Using interaction skills: making positive statements, initiating ideas/topics 	<p><i>Play 'Somebody said' (oral), cooperative game:</i></p> <p>Facets: explain, perspective</p> <p>Description: the teacher poses an open question e.g. 'Why are some foods that people eat bad for dogs?' Students pair up and exchange ideas. The teacher invites anyone to share their idea with the class OR they have to explain what their <u>partner</u> said</p>
AS 8 [HPE: Years 1- 2] Demonstrate positive ways to interact with others [and] fundamental movement skills [including] movement sequences	Activity 3: relay race	<p><i>The student is able to:</i></p> <ul style="list-style-type: none"> ✓ Play fair, encourage others, and be part of a team ✓ Demonstrate efficient hand-eye and movement skills 	<p><i>Checklist – Observation (of game skills):</i></p> <p>Facets: explain, have perspective, show empathy and self-knowledge</p> <p>OR</p> <p><i>Debrief with whole class - note responses (oral):</i></p> <p>Description: 'Who did you see that was playing fair/encouraging others/ being a good team player? Why is it important to do this? Does it make playing the game better/more fun? How?'</p>

Assessment glossary - next page

Assessment Glossary *

1. **Assessment plans** are based on valid learning objectives (e.g. Content descriptions in the Australian Curriculum) and measure student understanding of the desired results or learning objectives (from the Achievement standards).

A well-designed assessment plan should be:

- a. Valid – based on approved state or national achievement standards (and are accurately matched to the learning activities)
 - b. Reliable – the assessment instruments themselves are well designed so that they adequately measure what they are meant to measure
 - c. Sufficient – the number and type of assessment instruments is enough to adequately measure the range of essential knowledge and skills introduced in the learning unit
 - d. Authentic – the assessment tasks are grounded in a meaningful context for the student
 - e. Feasible – it is possible to implement the assessment plan in the time allocated without compromising the learning time
 - f. Student-friendly – the nature and type of assessment instruments does not disadvantage the student, e.g. the language used is at 'student level' and the students are familiar with the type of test, assignment etc.
2. **Summative assessment** (assessment OF learning) is meant solely to measure whether the student has learned (depending on your definition of 'learned') the taught subject matter or content. Traditionally, this usually took the form of 'paper and pencil' tests such as selected and/or constructed responses, an essay or other type of written text (e.g. imaginative, informative or persuasive). Acceptable types of assessment tasks are now much broader. For example, McTighe categorises the 'tools for assessment' under four headings: written, oral, visual and kinaesthetic. The assessment plan needs to cover a continuum of acceptable assessment instruments to be considered sufficient
 3. **Formative assessment** (assessment FOR learning) occurs when assessment is also an opportunity for student learning and is well explained in Rich Task (below). Arguably, formative assessment should be a feature of student assessment in the primary years but it does become more problematic as students progress through high school where grading (assessment of learning) becomes increasingly important.
 4. A **Rich Task** is a project that ideally connects different subjects (interdisciplinary) and involves a variety of teaching and learning methods. In undertaking a Rich Task, students are encouraged to display their learning throughout the task. It is not only about improving students' understanding, knowledge and skills – it is equally about how they display their progress. The project should spark interest (student-friendly), relate to real issues (authentic) and help students develop useful skills that go beyond the learning content.
 5. A (success) **Criteria Sheet** outlines a set of clear, student-friendly descriptors that allows the student to understand what he or she needs to do to succeed at the task. The criteria are discussed with the student before, during (to provide timely feedback) and after assessment. Criteria sheets can therefore be instruments of assessment FOR learning as well as assessment OF learning. If the Rich Task is also an assessment task, the teacher guides the student by asking probing questions - e.g. 'What do you think this criterion means?' or 'Have you done enough to satisfy this criterion?' or 'How would you rate yourself on this criterion?'. In this way, the task remains the student's work.
 6. **Facets of Understanding (McTighe)**: Applying the facets of understanding to the assessment tasks helps to ensure that the assessment plan is reliable, i.e. that the assessment tasks can actually be considered to measure student understanding. Another way to put this is to ask: 'Do the assessment tasks actually measure student understanding in enough depth so as to result in enduring understandings?'

By considering one or more of the facets in each assessment task, the teacher is better able to shape their approach to the learning activities. For example, should the student simply demonstrate why an answer or approach is the right one (explanation)? Or does s/he need to have a broader or more nuanced understanding of the topic (perspective, interpretation)? By asking, and answering, these sorts of questions, teachers add intent to the learning activities and better prepare students for the assessment OF learning.

- The concepts and approaches to assessment outlined above are widely accepted but AMRRIC does not imply that they are the only ones that are valid

Teacher's Notes

Why Develop an Education Package about Dog Health and Wellbeing?

Dogs play an important role in remote Indigenous community life. A healthy, well-managed dog population contributes to good human health and safety, and the wellbeing of the community in general.



Why introduce 'Be a Friend to Your Dog' into your school curriculum?

By implementing 'Be a Friend to Your Dog', schools help students to develop:

- ☐ empathy for dogs' feelings
- ☐ an understanding of dogs' needs and behaviours
- ☐ safe personal behaviours around dogs
- ☐ knowledge of the relationship between dog and human health
- ☐ knowledge of dog management programs
- ☐ an understanding of owner responsibilities that contribute to the wellbeing of dogs