



Goodbye Graffiti Early Childhood Curriculum Materials

Topic: *Self-concept*

Introduction

A strong sense of self, who we are, what we can do, our strengths and weaknesses supports us all to manage our emotions, connect with others, make choices and think about the consequences of our actions.

In this topic, students may:

- Identify their strengths
- Speak and listen to entertain, recount, retell, socialise, explain and/or inquire
- Use the conventions of speaking and listening
- Use strategies for reading for information
- Write stories and informational texts
- Use thinking frameworks to clarify their understanding of key concepts
- Use word processing tools to create text
- Think, talk and write about respect
- Identify places it is appropriate to write their name
- Share information using an appropriate format for the purpose and audience
- Create a song

Tuning in: Who am I? (from *Gentle Rain and Loving Sun: Activities for Developing a Healthy Self Concept in Children* by Sam Ed Brown and Dr Ann Fry, 1992)

Use the tune of the song “London Bridge is Falling Down” to create a song about each child. Include in the song the things the child feels are their strengths.

For example:

I am Sam, yes I am
Yes I am
Yes I am
I am Sam, yes I am
That's my name

I can colour, cut and draw
Cut and draw
Cut and draw
I can colour, cut and draw
I am Sam

I can read and write my name



Write my name
Write my name
I can read and write my name
I am Sam

Finding out: How do we get our names?

Talk about how people get their names. Talk about nicknames, family names, first and last names, names we are known by, 'Kumantjayi' or 'Kunmanara' names (names that may be used instead of a deceased person's first name for a period).

How do the children think they got their name? Have the children draw and write their theories.

How could they find out? (e.g. ask someone, read about the meanings of names)

Tell the children the story of how you got your name.

Ask children to find out how they got their names and to come back to the class to tell their stories. (You might have the children write a note explaining that you are creating a Book of Names for the classroom and would like parents to share with the child anything they can about how the child got their names and/or nicknames.). Have the children create a list of questions to ask so that they can plan what they will share with other children. Some children and/or families may not wish to participate in this sort of activity. Ensure that these children are not excluded or derided as a result.

As each child tells their story, have the child or a group of children illustrate the story and create the Book of Names. Talk with the children about the sort of book you will create. Will it be a 'fact' book? Is it a story book? Will there be a 'formula' to the text? Put the Book of Names in the book corner.

Sorting out: What's in a name?

Write the children's names on cards, one card for each name.

Play a sorting game with the cards. Have children put names that are similar together. Why do they think these names are similar (e.g. meaning, the length of the name, initial sounds)? You might use the names to look at syllables, onset rimes or phonemic awareness and to use word identification strategies.

Ask children to find their name/s. Could someone else have these names? Have the children make up stories about people with names that are a combination of the children's names. What sort of person is this character?

Ask the children to think and talk about 'Are names important?' Make lists of reasons why names are important or are not important.

Ask the children to think and talk about

- Is the way people write their name important? You might have the children collect signatures from people in their families and look at the different ways that people write their name. Or, you might have the children write their name using different fonts on the



computer. Or, you might have the children write their name in different ways (e.g. uppercase, lowercase, printed, written). Please note that this package does not advise teaching children to write in graffiti styles.

- Where do people write their name (e.g. on their school work, clothes, personal items, credit cards, cheques, door of their room, furniture, walls)? Why do people write their names in these places?
- Are there places that people should not write their name (e.g. on other people's work, property)? Why is writing your name in these places unacceptable? (e.g. it implies you did work that was done by others which is plagiarism, it is unkind, it is illegal).

Talk to the children about 'graffiti' as words or images that are written in places without permission and that this is unacceptable.

Going further: Do some names show respect for others?

Write on a white board the words master, mister, misses, miss, madam, doctor, professor and their abbreviations.

Do the children know someone who uses these titles?

- Why do people use titles? (e.g. as a sign of respect) Are there other titles that signal respect? (e.g. aunty, uncle, sir)
- Do people need a title to be respected? What do you think? What do members of your family think? Ask someone you address as Mr or Mrs. What do they think? Ask someone you address as Aunty? What do they think? Be aware of the potential cultural differences in the use of these terms amongst the children, e.g. 'Aunty' and 'Uncle' are titles of respect not necessarily relationship in most Aboriginal communities,

Create a Y chart (looks like, sounds like, feels like) to identify the meaning of 'respect'.

Who do we respect? Have the children draw a picture of a person they respect and write (or dictate) the reasons why they respect these people. You might have the children think about the ways in which a picture of a person conveys their attributes and the way in which they are regarded. Have the children talk about respect being earned from actions and values.

Have the children think and talk about who respects them and why.

Applying: Who needs to know what we have found out?

With the children, look at the activities that you have undertaken about names, self-concept and respect. Who do they think needs to know about their learning? How could this information be given? (e.g. parents might be invited to visit the classroom, take home packages might be collated and shared with families, a song or rap might be written to present at assembly or to sing each morning).