



Goodbye Graffiti Early Childhood Curriculum Materials

Topic: *Acting considerately*

Introduction:

Children, and adults, need to be considerate of others. Inconsiderate behaviour might hurt someone, interfere with them meeting their needs or hurt the person themselves and, therefore, it is not fair to anyone. Adults may need to guide children's behaviour so that they assume responsibilities, make meaningful choices and weigh up the costs and benefits of their options (Porter, 2006).

In this topic, students may:

- Describe considerate behaviour
- Identify times when they behaved inconsiderately
- Identify sources of inconsiderate behaviour
- Describe the effect of inconsiderate behaviour on them
- Describe the effect of inconsiderate behaviour on others
- Construct interview questions and conduct an interview
- Prepare a role play
- Create and illustrate a group narrative.

Tuning in: What is 'considerate' and 'inconsiderate' behaviour?

Ask the children to describe considerate and inconsiderate behaviours. Draw up a chart listing considerate behaviours.

Finding out: Why do people behave inconsiderately?

Ask the children to give examples of times when they behaved inconsiderately because they:

- were just too excited or happy about something (e.g. playing roughly with Dad and things getting out of hand)
- were exploring or investigating and made a mistake
- didn't know what they were supposed to do
- were tired, hungry or overwhelmed and they just 'lost the plot'
- didn't have the words to explain what they were wanting to happen
- wanted someone to stop something they were doing
- lost control of their feelings
- were just feeling grumpy



- didn't want to do something they were asked to do
- wanted to be left alone
- wanted to belong
- wanted someone to care about them
- were 'just having fun'.

Are there other reasons why people act inconsiderately?

Talk with the children about 'growing up on the inside' (Porter, 2006, pp.94-95) and the way in which sometimes we are more grown up on the outside than we are on the inside.

Reassure them that they will be able to grow up on the inside with thought and practice.

Make a "Growing up on the inside book" with examples of each source of behaviour and the consequence of them. (e.g. I was playing roughly with Dad and I knocked over my sister. I didn't mean to! I wanted to play with my sister and took her doll. I didn't mean her to cry! I was having fun with my ball. I didn't mean to smash the vase!)

Have two or three children work together to illustrate one page of the story. (Some children may have difficulty describing their feelings and emotions. It may be necessary to do some preliminary activities about describing feelings before undertaking the learning activities suggested here).

Sorting out: How does inconsiderate behaviour affect us?

Ask the children to think about the way they feel when others act inconsiderately to them. Ask them to think about the way they feel when people or things they care about e.g. their parents, their siblings, their pets, their belongings are treated inconsiderately.

William Glasser uses an analogy of the wheels of a car. The front wheels (thoughts and actions) drive the back wheels (feelings and well-being).

"We do not wait in our driveway for the rear wheels of our car to 'get in the mood' to move. We engage the front driving wheels to pull the rear ones along" (Porter, 2006, p. 96).

Explain to children that we can all behave more considerately if we engage the wheels of our own car. When we are thinking and acting considerately, we feel more positively and have a better sense of well-being. You might have other analogies you could use. The children may be able to suggest their own.

For more information about Choice Theory see: [An Introduction to Choice Theory](#), or [The William Glasser Institute](#).

Have the children capture some 'inconsiderate moments' from the classroom or playground. Describe the moments, noting each person's thinking, acting, feeling and being. Talk about other ways the children might have chosen to think or act.

Have the children capture some 'considerate moments' from the classroom or playground. Describe the moments, noting each person's thinking, acting, feeling and being. Talk about how these 'considerate moments' compare with the 'inconsiderate moments'.



Have the children role play the 'inconsiderate' moments as they occurred and 're-play' them with more considerate thinking and acting. You might film these plays or have the children practise them to show children in another class. They might illustrate what they have role-played in other ways, e.g. drawing or modelling.

Going further: How does inconsiderate behaviour affect others?

Talk with the children about some inconsiderate behaviours in the school or community (e.g. graffiti on someone's fence). How does inconsiderate behaviour affect others? How could we find out how it affects them?

Have the children develop a set of questions to ask someone about the effect on them of inconsiderate behaviour. Construct questions so that the children ask about the effect on people's thoughts, actions, feelings and well being.

Have the children discuss what could be done in the class and school to encourage more considerate and less inconsiderate behaviour.

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

With the children, look at the activities and products that you have undertaken about acting considerately. Who do they think needs to know about their learning? How could this information be given? (e.g. presenting some 'inconsiderate' and 'considerate' moments' to another class, at an assembly, or as a parent show)