VICTORIAN ESSENTIAL LEARNING STANDARDS
SAMPLE UNIT

TEDDY'S VISIT TO SOVEREIGN HILL

LEVEL 1: INTERPERSONAL DEVELOPMENT, ENGLISH AND MATHEMATICS
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INTRODUCTION

In Teddy’s Visit To Sovereign Hill students explore all the different things that teddy can see and do on the Goldfields. They prepare for a visit and discuss what their teddy should wear.

Following an investigation of different bears the students are encouraged to bring their own teddy to school. They design clothes for their teddy, organize and make decisions for a teddy bear picnic.

They develop skills in working with others, and write texts and labels describing different teddy’s.

Students are exposed to stories, poems and songs about bears/teddy.

This unit provides opportunities for students to demonstrate achievement against the Standards in Interpersonal Development, Mathematics and English.

The activities also include learning experiences related to the domains of Personal Learning, Information and Communications Technology and Design, Creativity and Technology, although there are no Standards at Level 1 in these domains.
LEARNING FOCUS

This unit addresses learning focus statements from all three strands. These include:

**Physical, Personal and Social Learning**

**Interpersonal Development**
In our highly interconnected and interdependent world, students must learn to work with others by:
- Building positive social relationships
- Working and learning in teams
- Managing and resolving conflicts.

**Personal Learning**
As students progress through school they need to be encouraged and supported to take greater responsibility for their own learning and participation at school. This involves developing as individual learners who:
- Acquire self knowledge and dispositions which support learning
- Can learn with peers, including by seeking and responding appropriately to feedback
- Increasingly manage their own learning and growth including by setting goals and managing resources to achieve these
- Recognise and enact appropriate values within and beyond the school context.

**Discipline-based Learning**

**English**
- Compose simple texts about teddies/bears
- Listen to brief spoken texts
- Ask and answer simple questions

**Humanities - History**
- Compare teddies from different times and the present
- Explore the story of the first teddy

**Mathematics**
- Manipulate and move objects to develop understanding of fundamental concepts
- Model addition and subtraction by grouping and moving apart

**The Arts**
- Make and share art works that communicate ideas
- Explore a variety of art elements…media and materials

**Interdisciplinary Learning**

**Design, Creativity and Technology**
- Generate ideas for the design of a set of clothes for a teddy bear

**Information and Communications Technology**
- Work with text and images to create a simple slide show/story of their teddy.
Teddy’s Visit to Sovereign Hill can be used to assess a range of Victorian Essential Learning Standards. The table below is an example of how this unit might be used to assess some Level 1 standards.

<table>
<thead>
<tr>
<th>Strand</th>
<th>Domain</th>
<th>Dimension</th>
<th>Key elements of Standards Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical, Personal &amp; Social Learning</td>
<td>Interpersonal Development</td>
<td>Interpersonal Development</td>
<td>…contribute to the development of positive social relationships in a range of contexts…</td>
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<td></td>
<td></td>
<td></td>
<td>…describe basic skills required to work in groups…</td>
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<tr>
<td>Discipline-based Learning</td>
<td>English</td>
<td>Reading</td>
<td>…match print and spoken text…</td>
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<td></td>
<td></td>
<td></td>
<td>…read aloud simple print…</td>
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<td></td>
<td></td>
<td></td>
<td>…use title illustrations and knowledge of a text topic to predict meaning…</td>
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<tr>
<td></td>
<td></td>
<td>Writing</td>
<td>…write personal recounts and simple texts about familiar topics to convey ideas or messages…</td>
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<td></td>
<td></td>
<td></td>
<td>…use conventional letters, groups of letters and simple punctuation such as full stops and capital letters…</td>
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<td></td>
<td>…form letters correctly and use a range of writing implements and software.</td>
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<td></td>
<td>Speaking &amp; Listening</td>
<td></td>
<td>ask and answer simple questions for information and clarification, contribute relevant ideas during class or group discussion and follow simple instructions…</td>
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<tr>
<td>Mathematics</td>
<td>Number</td>
<td></td>
<td>…count the size of small sets, using the numbers 0 to 20.</td>
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<td></td>
<td></td>
<td></td>
<td>…use one to one correspondence to identify when two sets are equal in size and when one set is larger than another.</td>
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<td></td>
<td>…form collections of sets of equal size. Use materials to model addition and subtraction…</td>
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<td></td>
<td></td>
<td></td>
<td>…(grouping) and (moving apart)…</td>
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<td></td>
<td></td>
<td></td>
<td>…use ordinal numbers to describe the position of elements in a set from first to tenth…</td>
</tr>
<tr>
<td></td>
<td>Space</td>
<td></td>
<td>They place and orientate shapes according to simple descriptions. Next to, beside, in front of, behind, over, under...develop and follow simple instructions to move and place shapes and objects in familiar situations in relation to what they can see and to move themselves from one place to another.</td>
</tr>
</tbody>
</table>
TEACHING AND LEARNING ACTIVITIES

This unit focuses on the exploration of different bears, as well as more specifically Teddy bears, and planning a visit to Sovereign Hill (although Teddy could visit anywhere) Students design and create their own clothes for their teddy posing and answering simple questions. Throughout this unit, teachers provide opportunities for students to reflect on their own learning by using strategies such as reflective questions.

Students have the opportunity to work cooperatively in groups. Teachers will need a variety of books and resources about bears and teddy’s, pictures, songs, poems, pictures of famous bears (Humphrey) and not so famous (Yogi) and actual teddy’s.

Refer to the Unit Resources, Teacher resource material (see page 14) and student worksheets (see page 21) for student and teacher support materials and other materials required throughout the unit.

ONGOING ACTIVITY

Teachers set up an area in the classroom (Bear Corner) to display a variety of different teddies, pictures of real bears and stories etc., The Bear Corner will be changed and added to throughout the Theme.

Students can bring a teddy from home, label it with the owners and the teddy’s name.

Each day, students are given the opportunity to play with the teddies and to talk to each other about them. Students select labeled cards and match them to the teddies on display. Eg. Cute, cuddly, fuzzy, old, new, funny, silly, big, small.

Throughout the unit, teachers and students could come to an agreed name for different groups of teddies. Assemble several groups of teddies with similar properties, eg. furry, with clothes, without, different colours. Students in groups decide and make suggestions about what their teddy should do at Sovereign Hill.
PRE-EXCURSION ACTIVITIES:

Activity 1: Different Bears
Teachers introduce the theme by reading “Dougal the Garbage Dump Bear” or another appropriate picture book, listening to a song, poem or displaying a picture of teddies or bears. Discussion takes place about bears. Students with teachers help list all the different sorts of bears they can think of, they can be real and story characters, this will be displayed in the classroom throughout the theme and added to. Examples; polar, brown, grizzly, panda, teddy, Winnie the Pooh, Paddington, Humphrey, Yogi, Goldilocks and the 3 Bears, Berenstein Bears. Discuss the differences between real bears and teddy bears/story make-believe bears, record information as a Venn Diagram.

Teacher has a collection of bear picture books from the library
Student Activity No 1: “Famous bears”
Student Activity No 5: “I’ve read lots of books”
Student Activity No 6: “Action bears”

Activity 2: My teddy at School
Students will naturally ask, can they bring their bears into school. Make a decision together about which bears should come. Will you include cuddly toys of any kind, model bears, pottery ones etc. Once the students have brought their teddies to school, they could be displayed together in the “Bear Corner”.

Other possible activities:
1. Different photos could be taken of students with and without their teddy, discussion would take place about some of the possibilities and stories could be written:
   - The student with their teddy in a particular pose or area of the classroom/school
   - Teddy playing on the play equipment
   - Teddy with his school bag
   - Teddy in the school library reading a book

   The photos could be displayed in the ‘Portrait Gallery”, each photo labeled with the name of student and bear and a description about what is happening.

   Student Activity No 2: “Me and My Teddy”

2. Teacher could have ‘tiny teddy’s in a jar. Have the students estimate how many there are, count them to see which student is closest.

3. Investigate the class bears mathematically; how many, sort into fierce and friendly ones, smooth and furry, group in sets; small, middle size and large, furry, fuzzy, with and without clothes on, different colours, weigh them, sort into lightest and heaviest. Measure the bears. Find a bigger/smaller bear than your own. Make up a class graph, Venn Diagram or write out mathematical stories to record your findings. Students could make life size pictures of their bears by drawing around them and colouring them in, or gluing on material over the outline.
4. Create a class photo of the bears and use this to explore such concepts as next to, in front of, behind, above, below etc. Students move the teddies according to the instruction. Eg. Put your teddy behind your friend's teddy.

5. Teacher could use a ‘bear’ stamp cutout to press out various colours of bears, give 12 different coloured bears to students to graph. Discuss as a group or in pairs: What coloured bears do you have most of? What coloured bears do you have the least of? Who has the most yellow bears etc? How many red and green bears do you have? What is greater the number of blue bears or the number of red bears?

Student Activity No 3: “My Bear Graph”

Activity 3: Teddy Bears Picnic

Discuss: What is a picnic? Discuss the student’s own experiences on picnics – where they went, what food they took etc. Talk about picnic baskets, eskys, flasks, blankets, rugs, chairs. How did you get to your picnic? Talk about the places where you go for picnics – beach, bush, hills, park, gardens etc. Talk about the food you ate, BBQ, sandwiches, cakes etc. What did you do? - Play games, go walking, swimming.
Organise a class Teddy bears picnic, discuss: Who to invite, Where to go, When, What kind of entertainment?

- Teacher/Students design and make invitations
- Design and create a place mat for teddy to eat off
- Make some sandwiches, cakes for the picnic.
- Decorate teddy bear biscuits with icing, sprinkles, smarties etc
- List the food that teddies might like to eat, things beginning with ‘b’ eg. Bananas, bun, beans, BBQ sausages, biscuits.
- Dress your teddy up for the picnic eg. Add a belt, tie, waistcoat, hat
- Read “Dougal the Garbage Dump Bear” for ideas about dressing teddy, picnics, things to do, photos etc.
- Take photos of the class picnic and make a teacher modeled story book.
- Learn and sing the song “Teddy bears Picnic” and other teddy/bear songs.

Activity 4: Goldilocks and the Three Bears

Teacher reads or tells the story of Goldilocks and the Three Bears. In discussion the focus could be on the number and size of bears bowls, chairs and beds.

- Ask the students to get into groups of 3. Does each group have a small, middle size and big child? If not what do they have?
- Ask the whole class to put themselves in order of size. Take a digital picture for display and record observations in story form under the picture.
- In small groups ask students to draw pictures of events from the story and put them in order. The students must explain their choice of event and order.

Student Activity No 4a and 4b: “Goldilocks and the Three Bears”
Activity 5: Teddy prepares to visit Sovereign Hill

Following are some possible student activities that could be completed before an excursion to Sovereign Hill:

- As a class or in groups view the Sovereign Hill Education DVD (available from Sovereign Hill Education, Bookings Officer chandley@sovereignhill.com.au). It may be a good idea to view these Sovereign Hill highlights a second time without the music and talk the students through what they are seeing, stopping at anytime.

1. As a class, brainstorm what you think you will see and do at Sovereign Hill. Make up a chart to record all the suggestions. First decide as a group how best to record this in a table and display this in the room. This can also be researched at http://www.sovereignhill.com.au/?=whattoexpect

2. Look at the various teddy photos (CD available from Sovereign Hill Education) taken at Sovereign Hill, find out where teddy is, eg. At the creek panning for gold. In pairs get the students talking about what teddy is doing and make up a story about him (this could be recorded verbally onto a recorder, teacher or student written). Make up a PowerPoint slide show with the students stories.

3. Look at the Sovereign Hill map, downloaded from website or colour poster version map of the town available from Sovereign Hill Education (Schools Booking Officer, PH: (03) 5337 1188)

4. Using the Sovereign Hill colour poster version map of the town, select activities from “10 exciting ways to use the Sovereign Hill Township Poster in your classroom” (page 15) to acquaint students with what to see.

5. Laminate the poster and then with a white board marker draw the route that teddy might take. Write a teacher-modeled story about Teddy’s walk up Main Street and what happens.

6. Read “Diary of a Wombat”. Discuss; wombat activities, time of day, days of week etc. Discuss possible teddy activities. Students then write and draw their own; “Diary of my Teddy” starting with Monday, including morning, afternoon, evening and night activities and concluding on the Sunday. A variety of different art mediums could be explored; crayons, pastels, collage (material and natural bits and pieces), printing, famous Bears cutouts and magazine pictures. Make a simple A4 book of seven pages, with each page divided into fourths (for morning, afternoon, evening and night).
Excursion Activity:

Activity 6: Teddy at Sovereign Hill

- Teachers bringing their class on an excursion to Sovereign Hill could book into one of the Education sessions available by ringing the schools Booking Officer Ph: (03) 5337 1188. Those suitable for level one would include: Family Life and Toys and Games education sessions. This would enable the students to experience some hands-on activities such as dressing up, playing games, writing on slateboards, washing, looking at olden-day ‘things’. Time will be given for photos to be taken with each student and their teddy doing something.

- Students need to decide before the visit what they want their teddy to do whilst at Sovereign Hill. Teachers need to decide if it is feasible for each student to bring their teddy or rather use the class or teacher’s teddy. Students could complete the following suggestions in small teacher/parent led groups, taking photos of students and teddies in various places.

Some possible activities are:

- Teddy has to look for a place to live, in a tent, hut or cottage. Teddy checks out each dwelling for comfort, size, furniture, easy to get to etc.

- Teddy wants to get a job in one of the Towns shops. Go for a walk up Main street or the diggings area to check out the various occupations (butcher, baker, miner, candlestick maker). Which one will he choose and why, record events photographically.

- Teddy wants to go and pan for gold and become rich. What does he need? Tools, pan, pick shovel etc. How does he need to dress? Photograph.

- Teddy wants to be a tourist and have a good sight seeing day at Sovereign Hill and see and do as much as he can. Record photographically all the places that teddy visits. (perhaps limit the number of photos for each student to 5).

- On the visit the sounds of Sovereign Hill could be recorded eg. Horses, Blacksmith, people, diggings sounds, steam whistle, machines, musket firing, the Trooper yelling etc. Students could recall the sounds when back at school.

- During the lunch break, a film recording could be made of the students with their teddies at the Post office dam having lunch.

Post Excursion Activity:

Activity 7: Teddy's Adventure at Sovereign Hill

The teacher models writing a story using the 5 photos of his/her teddy on the Sovereign Hill visit. Make a book. Teacher could use on overhead projector to ensure that the students are part of the writing process.

Have the students digital photos printed off, to use for discussion. Get students into their ‘excursion’ groupings to discuss. (if possible have the parent helpers available to assist) Students make up a story about their teddy at Sovereign Hill. Using the photos, place the photos in sequence order. Stories could be teacher/parent or student written or recorded. Teacher could develop a PowerPoint slide show using one photo from each student, to show the rest of the school community.
LINKS WITH OTHER DOMAINS

This unit could also be related to Mathematics, the Arts and Design Creativity, Humanities, and Technology.

Mathematics
Students could be given opportunities to:
- sort teddies into different sets
- count the teddies
- count the elements and describe the characteristics of each set
- compare sets of equal and different sizes
- write simple sentences about sets, for example, ‘This set is smaller than that set’
- ask questions about other students’ sets
- pose categories for a partner to form different sets.
- experiment with teddies to understand concepts

Humanities-History
- find out about the history of the teddy bear.

Design Creativity and Technology
Students could be given opportunities to:
- labeling pictures, photos etc
- create a picture story book

The Arts
- make and share art works that communicate ideas
- explore and use a variety of art elements, media materials

ASSESSMENT

The Victorian Essential Learning Standards supports a combination of assessment practices:
- Assessment of learning (summative)
- Assessment for learning (formative)
- Assessment as learning (ongoing)

Further information on these can be found at:

When assessing student achievement, assessment criteria can be developed from relevant standards and associated tasks or activities. The table below shows a range of assessment criteria, tools and strategies applicable to this unit. Teachers could choose to use some or all of these or use the unit to assess other standards.

- See also the “Teacher Observation checklist” in teacher resource material no 5 on page 19 and “Assessment Rubric Interpersonal Development” in teacher resource material No 6 on page 20.
<table>
<thead>
<tr>
<th>Standards</th>
<th>Assessment criteria (Examples)</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal</td>
<td>Ability to:</td>
<td>Teacher observations and records of students’ skills in working with others (Activities 1 Different Bears, 2 My Teddy at School and 4 Goldilocks and the Three Bears) Teacher resource no 6 Assessment Rubric</td>
</tr>
<tr>
<td>Development</td>
<td>■ take turns</td>
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<td></td>
<td>■ work with others in groups</td>
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<tr>
<td></td>
<td>■ describe skills needed to work in a group</td>
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<tr>
<td>Interpersonal</td>
<td></td>
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<tr>
<td>Development</td>
<td></td>
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<tr>
<td>English Writing</td>
<td>■ write simple sentences about different teddies</td>
<td>Simple sentences on teddies (Activity 2 My Teddy at School) Labeling teddy (Activity 2.1 My Teddy at School)</td>
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<tr>
<td></td>
<td>■ use conventional letters to form words within their sentences</td>
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<tr>
<td></td>
<td>■ use capital letters and full stops</td>
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<tr>
<td>English Speaking &amp;</td>
<td>■ ask simple questions to gain or clarify information</td>
<td>Teacher observations and records of students contributing ideas and asking questions in class, in group discussion. Teacher observation of group presentations Present and explain “Me and My Teddy” students worksheet. Observation of language appropriate to the topic (Activities: 3 Teddy Bears Picnic, 4 Goldilocks and the Three Bears, 7 Teddy’s Adventure at Sovereign Hill)</td>
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<tr>
<td>Listening</td>
<td>■ respond to information by explaining or asking further questions</td>
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<td></td>
<td>■ contribute ideas to class and group discussion</td>
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<tr>
<td>Mathematics Number</td>
<td>■ One to one correspondence</td>
<td>Teacher develops a checklist and records from observations. Students use the teddies and other materials (Activities: 1 Different bears, 2 My Teddy at School 2.2, 2.3, 2.5, + student activity sheet no 3 My Bear Graph, 4 Goldilocks and the Three Bears, 5 Teddy prepares to visit Sovereign Hill, 5.5)</td>
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<tr>
<td></td>
<td>■ Form small sets</td>
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<td></td>
<td>■ Form sets of equal size</td>
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<td></td>
<td>■ Count the size of small sets, 0 to 20</td>
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<td>■ Ordinal numbers</td>
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<td></td>
<td>■ Ability to group together and move apart using materials, students model addition and subtraction</td>
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<tr>
<td>Mathematics Space</td>
<td>■ Recognize, copy, draw points, lines and simple freehand curves</td>
<td>Completing student activity sheets, teacher observation/checklists Teacher developed checklist for next to etc. (Activity: 2 My Teddy at School, 2.4) (Activity 2 My Teddy at School, 2.1.) Teacher resource no 5, teacher observation checklist</td>
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<td>■ Place and orientate teddies according to simple descriptions Next to, beside, in front of, behind, over, under</td>
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<td>■ Move and place objects in familiar situations</td>
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<td></td>
<td>■ Move themselves from one place to another</td>
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</tbody>
</table>
UNIT RESOURCES

Publications
Ashton Scholastic Publications (1985). Topics Magazine, Bears
Caswell, Brian & Ottley, Matt (2003). Hyram and B, Hodder
Waddell, Martin (1994) When the Teddy Bears Came, Walker Books
Tanner, Jane (2002). Playmates, Puffin
Bond, Michael (1958). A Bear called Paddington, Collins
Matthews, Penny, Pignataro, Anna (illustrator) (2002). Little Red Bear, Scholastic.

Software
Microsoft Word
MicrosoftPublisher

Equipment
A collection of the teacher’s and student’s teddies
Pictures of teddies
Pictures of bears
Poster cardboard
Range of materials such as; cotton, fabrics, felt, wool, silk, glue, tacks, wood, and scissors
Digital cameras (one for each group on excursion)
Map of Sovereign Hill (obtainable for website)
Large colour Poster available from Sovereign Hill Education Service
Picture books and songs on teddies and bears
WEBSITES

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the Internet, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to this unit of work, and to check these. addresses prior to allowing student access.

www.askjeeves.com
The Teddy Museum
www.teddymuseum.com
www.settlerbears.com
Bear Picture Story books
Teddy activities
www.teachingheart.net
Inventors Museum
www.inventorsmuseum.com/museum_map.htm
Victorian Curriculum and Assessment Authority
http://www.vcaa.vic.edu.au
Victorian Essential Learning Standards
For information regarding Level 1 VELS standards
http://vels.vcaa.vic.edu.au

TEACHER RESOURCE MATERIALS

Teaching and learning resource
This document provides information about teaching and learning strategies referred to in the unit. It is available at http://vels.vcaa.vic.edu.au

Assessment resource
This document provides information about assessment strategies referred to in the unit. It is available at http://vels.vcaa.vic.edu.au
TEACHER RESOURCE MATERIALS

No 1 “10 Exciting ways to use the Sovereign Hill Poster”

No 2 “Teddy Bears Picnic song”

No 3 “The Bear Went Over the Mountain”

No 4 “Teddy Bear Turn Around”

No 5 “Teacher Observation Checklist”

No 6 “Assessment Rubric Interpersonal Development “
10 Exciting ways to use the Sovereign Hill Township Poster in your classroom

1. Creating Sovereign Hill Township
Obtain 2 Sovereign Hill posters, cut one up into buildings, shops, people etc. Laminate the pieces, stick Velcro on the back of each picture. students attach pictures to a felt board.

Students first get to know the Sovereign Hill Poster. Working in pairs student A sets up a model of Sovereign Hill following the directions of student B. Student A has cut laminated buildings etc from the poster. Students B has the actual poster and gives concise instructions to Student A to construct Main Street etc.

Vocabulary: next to, behind, in front of, across, near, above, below right, left.

2. Celebrity Heads
Using enlarged pictures from the Sovereign Hill poster. Three students have a flash card attached to a head band placed on their heads. Examples: Blacksmith, Bakery, Post Office, Trooper etc. Students ask questions.

3. Story Telling
Using the laminated cut outs from the poster the children could tell a story about A digger, A day on the goldfields, or Walking up Main Street.

4. Writing
Children could write or record a class/individual story to go with the poster.

5. Can You Find?
Look at the people in the poster. Can you find?, (the man digging, couple hugging, the children, man falling down the hole etc)

6. Occupations
List the number of occupations that you can see, eg Blacksmith, miner, Baker, Compare with today's occupations.

7. Model Writing
Class could help the teacher label the poster.

8. Counting
List, count and group. How many trees, diggers, children, animals, carriages

9. Jigsaw
Make a jigsaw out of the poster. Laminate and cut up.

10. Talk
Students could give a talk to the class about Sovereign Hill. If they were to visit with their families where would they go first?
TEACHER RESOURCE NO 2

Teddy bear's picnic song

If you go out in the woods today
You’re sure of a big surprise.
If you go out in the woods today
You’d better go in disguise.

For every bear that ever there was
Will gather there for certain, because
Today’s the day the teddy bears have their picnic.

Picnic time for teddy bears,
The little teddy bears are having a lovely time today.
Watch them, catch them unawares,
And see them picnic on their holiday.
See them gaily dance about.
They love to play and shout.
And never have any cares.
At six o’clock their mommies and daddies
Will take them home to bed
Because they’re tired little teddy bears.

If you go out in the woods today,
You’d better not go alone.
It’s lovely out in the woods today,
But safer to stay at home.

For every bear that ever there was
Will gather there for certain, because
Today’s the day the teddy bears have their picnic

CHORUS

Every teddy bear, that’s been good
Is sure of a treat today
There’s lots of wonderful things to eat
And wonderful games to play

Beneath the trees, where nobody sees
They’ll hide and seek as long as they please
Today’s the day the teddy bears have their picnic

CHORUS
1. The bear went over the mountain,
   The bear went over the mountain,
   The bear went over the mountain,
   To see what he could see.

CHORUS
And all that he could see,
And all that he could see,

2. Was the other side of the mountain,
   The other side of the mountain,
   The other side of the mountain,
   Was all that he could see.
1. Teddy Bear, Teddy Bear, turn around,
   Teddy Bear, Teddy Bear, touch the ground,
   Teddy Bear, Teddy Bear, show your shoe.
   Teddy Bear, Teddy Bear, that will do!

2. Teddy Bear, Teddy Bear, go upstairs,
   Teddy Bear, Teddy Bear, say your prayers,
   Teddy Bear, Teddy Bear, switch off the light
   Teddy Bear, Teddy Bear, say good-night.
<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Identify the qualities of a friend and demonstrate care for other students <em>(Interpersonal Development)</em></td>
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<td>Describe basic skills required to work cooperatively in groups <em>(Interpersonal Development)</em></td>
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<tr>
<td>Can count the size of small sets <em>(Mathematics number)</em></td>
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<tr>
<td>Form small sets of objects from simple descriptions, make simple correspondences between those sets <em>(Mathematics number)</em></td>
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<tr>
<td>Form collections of sets of equal size <em>(Mathematics number)</em></td>
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<tr>
<td>Use materials to model addition and subtraction by aggregation and disaggregation <em>(Mathematics number)</em></td>
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<td>Place and orientate shapes according to simple descriptions: <em>(Mathematics Space)</em></td>
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<td>Next to, Beside In front of, Behind Over under, <em>(Mathematics Space)</em></td>
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**TEACHER RESOURCE NO 6**

**Assessment Rubric Interpersonal Development**

Physical, Personal and Social learning, Interpersonal Development
The teacher working with the student at the conclusion of the unit; Teddy’s visit to Sovereign Hill could complete this rubric.

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<tr>
<td>Can you tell me the names of some of your friends?</td>
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<td>What kind of things do you like to do with your friends?</td>
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<td>Explain how friends look after each other, care for each other?</td>
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<td>What were some good things about working in a group?</td>
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<td>How well do you think you work with others in a group?</td>
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STUDENT WORKSHEETS

Student Activity No 1 “Famous bears”

Student activity No 2 “Me and My Teddy”

Student Activity No 3 “My Bear Graph”

Student Activity No 4a “Goldilocks and the Three Bears”

Student Activity No 4b “Goldilocks and the Three Bears”

Student Activity No 5 “I’ve read lots of books”

Student Activity No 6 “Action bears”
STUDENT ACTIVITY NO 1

Famous Bears
STUDENT ACTIVITY NO 2
Me and My Teddy

My teddy's name is ____________________________

likes to play

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**STUDENT ACTIVITY NO 3**

My Bear Graph

Your Teacher will give you a bag with 12 cut out coloured Bears in it. Draw and colour the bears on the graph to match the bears in your bag.

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Count the different coloured bears and write the number below;

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Goldilocks and the Three Bears

The Bears came home and found Goldilocks.

She sat on a bear’s chair and broke it.

Goldilocks ran away and never came back again.

Goldilocks opened the door and went into bear’s house.

She went upstairs and fell asleep in a bear’s bed.

Goldilocks tasted the porridge. She ate baby bear’s all up.

One day the three bears went for a walk in the woods while their porridge cooled.
STUDENT ACTIVITY NO 4B
Goldilocks and the Three Bears

1. 

2. 

3. 

4. 

5. 

6. 

7. 
STUDENT ACTIVITY NO 5
I've read lots of books

I've read lots of books.....
Have you?
STUDENT ACTIVITY NO 6

Action Bears