

# CONSIDER OTHERS

VALUE TOPIC: Consideration - Thoughtfulness and sensitivity towards others

CATCH PHRASE: Consider other's needs - Tiakina ngā tāngata (taking care of people)

## TOPIC SUMMARY

Problem: It's unfair that others get special treatment! When things feel unfair, it's helpful to recognise and consider that not everyone has the same needs.

## KEY WORDS & THEMES

Consider. Aware. Needs. Unfair. Recognise. Why do they? Thoughtful. Sensitivity towards others. Special treatment. Missing out. Others needs. Needs vs wants. Perspective. Considerate. Consideration. Consider others needs. Tiakina ngā tāngata (taking care of people).

## NZ Curriculum Links

### ACHIEVEMENT OBJECTIVES

#### HEALTH & PE - PERSONAL HEALTH & PHYSICAL DEVELOPMENT:

Personal growth & development-  
Students will...

L3 - Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes.

RELATIONSHIPS WITH OTHER PEOPLE: Identity, sensitivity, & respect-  
Students will...

L3 - Identify ways in which people discriminate, and ways to act responsibly to support themselves and other people.

### VALUES

Equity. Respect.

### KEY COMPETENCIES

Relating to Others. Managing Self.

SPECIFIC LEARNING OUTCOME	RESOURCE	LESSON SUGGESTION
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### POPS

This is the recommended order if you're going to watch all of the POPS (videos). Otherwise each can be watched independently of the others.

1. We are learning what consideration is and that it's helpful when we feel things are unfair.	- 'Mashy GFX' POP - 'Chat Prompts'	Ask students to note what they think or know consideration to mean. Watch 'Mashy GFX' POP. Use 'Chat Prompts' to prompt discussion. Select some or all of the prompts as you see appropriate.
2. We are learning to 'consider other's needs'.	- 'Catch Phrase' POP - 'Chat Prompts'	Ask students to note an example of showing consideration. Watch 'Catch Phrase' POP. Practise the 'Catch Phrase'. Use the 'Chat Prompts' to prompt discussion. Select some or all of the prompts as you see appropriate. <i>Answer for Question 2 - <u>Thoughtfulness and Sensitivity</u></i>
3.	- 'STEMHYPE' POP - 'Chat Prompts'	This resource is currently under development.

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Resources that give students the opportunity to work and practise the value after watching any or all of the POPS. It's highlighted if a specific POP will help with a specific resource.

4. We are learning to discern needs from wants to help us when considering others.	- <i>'Needs vs Wants'</i> worksheet	Give each individual the worksheet, <i>'Needs vs Wants'</i> . Looking at the variety of objects and ideas on the page, students use their critical thinking to draw a square around the 'needs' and a circle around the 'wants'. They will then personally connect with the concept of 'needs vs wants' by sharing their opinion and reasons for their thinking. Finally, students will consider the needs of someone who is blind that is attending their school and list what these needs may be, again giving reasons.
5. We are learning to consider the individuals in a clash of 'needs' vs 'wants', while coming up with a possible solution.	- <i>'Hmmm, What To Do?'</i> worksheet	This can be done individually or in pairs. Provide the appropriate number of worksheets, <i>'Hmmm, What To Do?'</i> Students read the scenario which involves a 'clash' of 'needs vs wants' then identify and record both the 'need' and the 'want'. In the space provided they then write a possible solution where both of the individuals involved are considered.
6. We are learning how to consider other's needs.	- <i>'Consider Them Through'</i> activity	This is a whole class or large group activity, to be worked through in pairs. <b>Preparation:</b> You might want to collect blindfolds, enough for half of your class. Think carefully about where you could perform this activity, you might want to start small before going outside. One student in each pair will be blindfolded while the other student leads them through an obstacle course. EG: Around a chair, under a desk, through a hoop, over a box. The leader needs to consider the instructions the blindfolded student needs to be able to complete the course safely. EG: Take a large step, bend down lower, etc. The blindfolded student is free to ask questions. EG: Is this low enough? How many steps? What's coming up? etc. Have students swap roles. <b>Important:</b> The blindfolded student determines when enough is enough. It takes a lot of trust to be led blindly and some students just don't freely give trust, while some don't earn it. If there are people feeling secure, maybe take it outside with an objective to collect something from another class (already arranged with the teacher involved).

SPECIFIC LEARNING OUTCOME	RESOURCE	LESSON SUGGESTION
7. We are practising consideration by 'considering other's needs'.	- 'Scene It!' A list of possible scenarios where the value could be practised	<p><b>It will help</b> if you have watched the 'Catch Phrase' POP and worked on both/either the 'Needs vs Wants' and/or 'Hmmm, What To Do?' worksheets.</p> <p>The scenarios can be used in a variety of ways, including; writing, role play, comic/illustration, and/or discussion.</p> <p>Whichever medium you choose, remind students to be thoughtful and sensitive while 'Stopping and Considering' the needs of others.</p> <p>Allow time for sharing and a debrief with the class as a whole. Asking questions like; describe what need you saw. How was the need met? How was consideration, thoughtfulness, and/or sensitivity shown?</p>
8. We are taking what we know about considering other's needs and putting it in to practise within our community.	- 'Community Challenge' activity	<p>Decide on a timeframe for the 'Challenge' to take place (could be a lunch-time, a whole day, or the week) and set a target/goal. Set the 'Challenge' for students; <b>Suggestion:</b> 'consider other's needs and try to meet them'. Then, every time someone "considers other's needs" effectively, it can be added to the tally.</p> <p><b>It's important to note:</b> we don't want students to endanger themselves or force their good intentions on others, for the sake of the challenge. You, the facilitator will need to gauge how and what your students will cope with.</p> <p>The resource provided is a generic 'poster' which when printed can have the 'challenge' written on it, the 'target' noted, and students tally marks added.</p>
9. We are learning to promote the importance of considering other's needs.	- 'Colouring Page'	<p>It is exactly what it says it is...a colouring page.</p> <p>Students can colour in and decorate where appropriate, then display these posters within their learning environments, or at home, to help them remember the Catch Phrase and Consideration.</p>
10.	- 'STEMHYPE Instructions' - activity	This resource is currently under development.