**Activity Table**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Head</th>
<th>Legs</th>
<th>Face</th>
<th>Hat</th>
<th>Speech</th>
<th>Hands</th>
<th>Wings</th>
<th>Pet</th>
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</thead>
<tbody>
<tr>
<td><strong>The student makes considered decisions.</strong></td>
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<tr>
<td><strong>The student uses Information &amp; Communication Technologies effectively</strong></td>
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<tr>
<td><strong>The student reads effectively</strong></td>
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<tr>
<td><strong>The student critically interprets and creates texts</strong></td>
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<tr>
<td><strong>The student manages self and relationships</strong></td>
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<tr>
<td><strong>The student understands and values what it means to be a citizen within a democracy.</strong></td>
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</table>

**The student makes considered decisions.**

3.LC.4 Students explore how personal wants, feelings and impulsiveness can impact on decision-making.

3.LC.5 Students develop and apply a small number of criteria for judging the quality of a decision.

3.LC.6 Students identify what influenced them in a recent decision.

3.LC.7 Students identify possible consequences of different decisions.

**The student uses Information & Communication Technologies effectively**

Inquire and create with ICT

6.LC.4 Students reflect on and explain their choice and use of ICT for their purposes.

Communicate and collaborate with ICT

6.LC.7 Students understand that communication with ICT varies in different social and cultural contexts and use appropriate conventions for intended audiences and specific purposes.

6.LC.8 Students use different digital media to improve the communication of ideas, express a personal image and establish an identity.

Operate ICT

6.LC.10 Students develop technical skills for operating ICT through sharing and experimentation.

6.LC.11 Students use the basic capabilities of a range of ICT devices, select common ICT devices for particular purposes and access appropriate network, personal system and device information.
Curriculum Map (ACT)
Band of Development - Later Childhood (Years 3-5)

The student reads effectively

9.LC.3  Students have opportunities to understand and learn about the purposes of information texts to inform, persuade and/or entertain and how these texts usually have a point of view.

9.LC.11 Students have opportunities to learn to recognise main ideas in information and argument texts, locate supporting details and background events, and identify differences and similarities in information in different texts on the same topic.

The student critically interprets and creates texts

11.LC.1  Students have opportunities to understand and learn about the modes and purposes of different types of appropriate texts (e.g. books, newspapers, magazines, advertisements, films, television programs, CD-ROMS and websites).

11.LC.5  Students have opportunities to understand and learn about how creators of texts choose subject matter that may have been influenced by their audience and their purpose.

11.LC.6  Students have opportunities to understand and learn about how particular perspectives may be heightened by including or excluding information.

11.LC.7  Students have opportunities to understand and learn about how visual (e.g. shot types, graphic layout, links), non-verbal (e.g. facial expressions), spoken (e.g. volume) and auditory techniques (e.g. sound effects) develop the subject matter and focus a viewer’s attention.

11.LC.8  Students have opportunities to understand and learn about how writers and creators of texts can influence others’ opinions and portray people, characters and events in particular ways by including or omitting information and making particular language choices or choices about text creation (e.g. camera shots, images).

11.LC.11 Students have opportunities to learn to identify how language and images are used to portray people, characters and events in particular ways (e.g. to create a positive or negative perspective).

The student manages self and relationships

Relationships

14.LC.7  Students have opportunities to understand and learn about the characteristics of effective communication (e.g. active listening) and factors that influence communication (e.g. feelings, peer pressure).

14.LC.8  Students have opportunities to understand and learn about roles and responsibilities of members within different relationships (e.g. peer group, different types of families).

14.LC.10 Students have opportunities to understand and learn about how friendship and trust are developed in relationships.

14.LC.11 Students have opportunities to learn to identify different influences on personal identity (e.g. media, peers, cultural beliefs, family, school).

14.LC.13 Students have opportunities to learn to assess the effects of actions that enhance (e.g. active listening, showing care) or diminish (e.g. judging people negatively, bullying, violence) relationships.
Curriculum Map (ACT)
Band of Development - Later Childhood (Years 3-5)

The student understands and values what it means to be a citizen within a democracy.

Democratic features

22.LC.1 Students have opportunities to understand and learn about why society has laws (e.g. the purpose of laws within a democracy in protecting people’s rights), some rules and laws which relate to children and what happens when people break laws.

22.LC.2 Students have opportunities to understand and learn about how the legal process plays an important role in protecting people’s rights, e.g. the concept of intellectual property.

22.LC.15 Students have opportunities to understand and learn about identify and exercise personal rights and responsibilities within their school and community.

22.LC.19 Students have opportunities to understand and learn about access and evaluate the range of media and ICT as sources of information for active, informed citizens.