



Discovery

GRADE LEVEL GUIDE

2015 - 2016



LEARNING TO INSPIRE

Message from the Elementary Principal

Dear Parents,

The Discovery staff has prepared this guide to explain the Discovery curriculum and the procedures that are specific to Discovery. You can use this handbook in addition to the general information provided in the Elementary School Parent and Student Handbook.

Included in this information are examples of the student learning and outcomes for Discovery. It is very important that you understand that these student learning outcomes are part of a continuum – a continuing process of education starting in Discovery and continuing through to Grade 5.

The learning outcomes are based on the recognition that learning is a developmental process and that students within a single class will be operating at different levels of learning, understanding and achievement. This is particularly evident in the early years. This means, for example, that not all outcomes will be achieved by all students and some students will surpass the outcomes. The learning outcomes will, however, form a basis for planning units of work and for the assessment of student progress.

If you would like further information about our curriculum, please do not hesitate to contact the school.



Yours sincerely,

Megan Brazil

Elementary Principal
esprincipal@unishanoi.org

Message from the Discovery Team

Dear Parents of
Discovery students,

Welcome to the Discovery programme. We trust that you will find this guide informative and helpful. It is intended to give you an overview of the Discovery programme and some ways in which you and your child prepare for and settle into their grade level.

The Discovery teachers will communicate with you on a regular basis throughout the year. We will also be inviting you to visit the school to celebrate your child's learning and progress at regular intervals. Your participation in key events during the year is highly valued and important for your child's success.

Please do not hesitate to contact your child's teachers if you have any need for clarification or further information.

It is our hope that we can build a partnership this year through keeping all possible channels between the home and school as open as possible.

We look forward to working closely with you this year.

Yours sincerely,

The Discovery Team



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Who's Who in Discovery

GRADE LEVEL/ SUBJECT AREA	NAME	CLASS	EMAIL
Discovery	Sarah Sharp	D-SS	ssharp@unishanoi.org
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	Le Thi Diep		ltdiep@unishanoi.org
	Theresa Ulett (Grade Level Leader)	D-TU	tulett@unishanoi.org
	Nguyen Thi Hien		nthien1@unishanoi.org
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Visual Arts	Krista Ramsay		kramsay@unishanoi.org
Art and Music Assistant	Luu Thi Huyen Trang		lthtrang@unishanoi.org
Vietnamese Programme	Tran Kim Dung		tkdung@unishanoi.org
Learning Support	Deirbhile Ni Scholai		dscolai@unishanoi.org
	Mary Pool (Speech and Language Specialist)		mpool@unishanoi.org
Learning Support Assistant	Dang Thanh Hoa		dthoa@unishanoi.org
Counselor	Thomas Cole		tcole@unishanoi.org
Educational Psychologist	Megan O'Connor		moconnor@unishanoi.org
Librarian	Julie Conroy		eslibrarian@unishanoi.org
Library Assistant	Le Bach Quynh		lbquynh@unishanoi.org

Discovery Procedures



Settling In

A Happy Start to Discovery

Starting school is a journey. It takes time, preparation, and planning. We can make this journey a successful one for our Discovery students by supporting them before, during and after they have started school. Parents and teachers can work together and share information about the child and their support needs.

Starting school can mean many things to different children. It may be the first time your child has been left with people he or she does not know. It may be a challenge to adapt to new teachers, languages, classrooms, school, friends.

How Can I Help with Settling In

- You can help your child settle into Discovery by being positive about it and talking about what they might do at school.
- Help your child be as independent as possible. Your child will feel more comfortable if they can manage simple tasks such as opening a snack container and drink bottle, unzipping trousers and coats, putting on clothes for Physical Education, and identifying their bag and other belongings when you are not there.
- Follow the steps below when you leave your child at Discovery in the morning:
 - Plan with your child how you will say goodbye. Make a routine for leaving

your child, such as: arrive, put bag away, then say goodbye and leave. If you use the same routine each time then your child knows when you will be leaving, and it is easier to accept.

— Tell your child what time you will be back.

— Say goodbye to your child before leaving, no matter what the circumstances (for example, if your child seems busy), as this helps to develop trust.

— Please do not stay longer than the time you specified or prolong the goodbye process; this only makes the child feel insecure.

— Please be punctual when collecting your child. They can become very distressed if you are late and they are the last one left at school.



What to Bring

Parents are kindly requested to provide the following:

- Children need a sun hat everyday (named)
- A reusable water bottle
- A bag or backpack that is clearly named and can carry a daily snack and possibly lunch, letters, and books sent home from school.
- A spare set of clothes, underwear, pants, socks, T-shirt, trousers, pullover and shorts in a named bag to keep in school in case a change is necessary. (If any items are used, please make sure they are replaced).
- Please bring a small blanket and cushion for nap time
- For Physical Education (PE) classes children need to wear comfortable clothes that they can run around in.

Clothing

The children are involved in a variety of activities at school, which are often messy, such as painting and water play. Whilst we take precautions against paint etc, children can get their clothes dirty. Therefore, we would suggest children not wear good clothes to school. Please make sure that all clothing is marked with your child's name.

Please try to avoid difficult fastenings on clothes and shoes, i.e. buckles, laces, belts, etc. We do encourage the children to be as independent as possible when it comes to dressing and putting shoes on and off. Velcro fastening shoes are very practical for ECC children, as they are able to put them on quickly and independently.

Toys

We generally discourage children from bringing toys to school. Toys can be easily lost or broken, causing distress for the owner. Please do not let children bring toys such as plastic knives, swords and guns to school. We wish to encourage co-operative and creative play. However we do allow special comforters such as teddies, blankets etc at nap time.

Arrivals and Departures

Staff on the playground supervise children from 07:55. Children will not be able to enter the classrooms before 08:10 when the school day starts, as teachers are busy preparing for the days activities.

At the end of the day, please collect your child from the classroom and

inform the class teacher that you are leaving. If anyone other than yourself or your usual caregiver is to collect your child, please notify the classroom teacher verbally or in writing. This is for the safety of your child. Bus children are taken to the bus by the teaching assistants and are then cared for by the bus monitor.

If there is any change in routine for children travelling on the bus, please inform the class teacher, ECC Office and transport coordinator need to be notified either by telephone or in writing by 9:00 am.

Please try to be punctual at the end of each day. It can be very unsettling for a child to be waiting. If you are late, please telephone and inform staff to avoid undue concern and for your child's peace of mind.

How Our Classes are Organised

We have nine classes in the Early Childhood Centre of children aged three to six years. The Early Childhood Centre is made up of 2 Discovery classes, 3 K1 classes and 4 K2 classes. Every class has their own Class Teacher and a Teacher Assistant (TA), with two TA's in each Discovery class. We endeavour to balance our classes by age, gender and language. We offer all children in Kindergarten 1 and Kindergarten 2 a full day and some of the Discovery children can also follow a full day programme.

How Our Day is Organised

Discovery

Each Discovery class has a maximum of 16 students with one teacher and two teaching assistants. The students are visited by the Vietnamese, Art/ Music and Library specialist teachers who enable children to have integrated learning experiences.

The day starts at 08:10 for all Discovery students.

On Wednesdays all students leave at 12:00 before lunch.

On other days, partial-day students finish at 12:00, full day students finish at 15:15.

Homework

We do not set homework in ECC. We encourage parents to read stories to their children everyday. In Kindergarten 2, children are sent readers home to read together with parents. We value a strong connection between home and school. In Discovery and Kindergarten 1 we do not send readers home but may request you to support our Units of Inquiry by sending in photos, artifacts or books connected to the current unit.

Health Issues

There may be times during the school year when your child may need to be excluded from school due to ill health. If your child is feeling unwell, please keep them at home. It can be very stressful for children coming to school if they are not well. Children often say they want to come to school,

when in fact they are not really well enough to attend. We do ask you to make responsible decisions about your child's attendance at school.

If you require medication to be administered to your child during the school day, please contact the School Nurse office. The Nurses will be happy to discuss any concerns.

Toilet Independence

All children who enter ECC must be able to use the toilet independently. We do not accept children wearing nappies/diapers, throw away pants or pull ups. We do not have the facilities to cater for this. Children should be able to signal or respond to a reminder to use the toilet.

Emergency Contact

To ensure that we are able to contact you in case of emergency, please ensure that the emergency contact numbers you have given the school are always kept up to date. Email any change of details to the Admissions at admissions@unishanoi.org and also your class teacher.

Snack and Lunch Time

The children have snack in the morning. We operate a healthy eating policy in the ECC. Please support this by providing your child with healthy and nutritious snacks. Water is available at all times. Please do not



send along cans, glass bottles, sweets or chocolates. **UNIS Hanoi is a Nut and Allergy Aware School.**

Children eat their lunch in their classrooms. We try to foster a family type atmosphere during meal times and expect the children to be independent.

You may either choose to send a packed lunch or order from the Canteen. Please note we do not have facilities for heating meals sent from home or refrigeration. If you want to order a daily hot lunch supplied by the Canteen which is delivered at the start of lunchtime, you should contact the ECC Office (eccsecretary@unishanoi.org) who will then liaise with the canteen. Lunch is included in the fees for Discovery age children.



Birthday Parties

Often children like to celebrate their birthdays at school by bringing in a cake to share with the class. This is fine but is completely optional. We do not allow a full birthday party to take place within school. Please discuss in advance with your child's teacher and ensure that you do not bring in any food that contains peanuts, peanut products or nuts of any kind as some children are fatally allergic. Party bags are not allowed and private invitations will only be given out if the entire class is invited.

Communication

Blog

Discovery classes publish a blog regularly. This is a vital means of communication. Please read it when you are emailed an update.

Email

Class teachers will communicate with parents, and vice versa, mainly via email. At the start of the school year, you will be asked to give each parent's most used email address to the class teacher. This is used if you need to inform teachers of any changes in routine, i.e. buses or people picking up your child. You can also provide information you need to give to teachers, but are unable to do so in person. The guidelines for email use include getting all time sensitive information to teachers, via email, before 9:00. If a change is made after this time, please call ES/ECC Secretaries.

Meetings

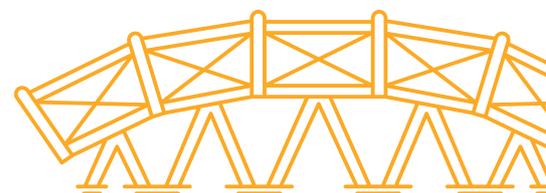
Teachers are available most mornings and afternoons before and after school should you need to ask any quick questions. If you require more detailed information about your child, please don't hesitate to arrange a meeting time outside of school hours with your child's teacher. You can also contact teachers using the email addresses on page 5 of this guide.

You can also attend:

- Parent Teacher Conferences - this is for parents and teachers only
- Student Led Conferences - this is between the parents and student only. Please do not bring siblings to the student led conference.
- Three Way Conferences – this is the parents, teacher and student together for one discussion.

Reporting

Report cards are not sent home, they will be made available twice a year via the school information system: ISIS.



How Parents Can Help



Giving your Child the Best Start

As a parent you play a crucial role as the first educator of your child. A child will absorb information more rapidly during his or her early years than at any time in his or her life. During this time their learning is influenced by the home environment. What and how things are learned during this period is a preparation for the more formal atmosphere of school. Attitudes and ideas formed in the comfort of the home are the foundations on which we build in school. Your child will learn best through meaningful and fun activities and through positive encouragement and support from those around him and her. Children are naturally motivated to learn. By working together at home and

school we can provide a supportive and stimulating environment in which your child can develop at his or her own rate.

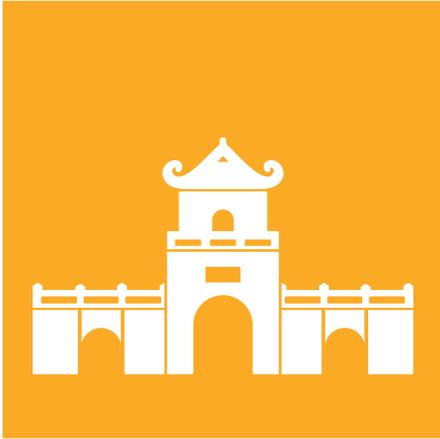
Encourage your Child to be Independent

Encourage your child to put away their own clothes and to dress and undress themselves.

Allow your child to feed themselves and introduce basic table manners so that sitting at a table to eat and coping with lunch boxes, packets and flasks, becomes a normal part of their routine.

Make sure your child attends to their basic needs such as getting a drink, blowing their nose, using the toilet and flushing it afterwards, controlling the water taps and leaving the bathroom clean and safe for others.

Involve your child in general housekeeping by giving them little tasks such as setting the table or tidying their room. Teach your child to organize and care for their belongings. Learning to put away clothes, toys and other belongings tidily, encourages responsibility in other areas.



Classroom Activities

We welcome parents into our classrooms and there are numerous ways you may like to become involved. Most children love to see their parents involved in school, even if it is for a single occasion. Some parents like to come in on a regular basis to work with a small group of children. Some parents like to come and cook with the children, read stories, work with the children using the computers or talking about their home country and sharing a special cultural festival. The opportunities are limitless so if you would like to become involved, please discuss with your child's teacher.

Class Parents

Class parents play an important role as a link between the teachers and parents. They help to organise special class events for parents and students in and out of the classroom. They also help to welcome new families to the class. If you would like to be a Class Parent, please contact the SCO parent representative for ECC—paulinapineda@hotmail.com.

Encourage Positive Attitudes to Learning

Spend time talking through everyday events with your child. Ask open ended questions to develop speaking skills and general knowledge. Encourage your child to ask questions and answer their questions with more questions to develop an inquiring mind.

Share books with your child on a regular basis and make sure your child sees you reading. Expose your child to as many different types of literature as possible – comics, story books, cook books, non fiction books.

Encourage your child's attempts to write and accept their invented writing and spelling. Provide your child with a wide variety of writing materials and help them to make their own books, cards and posters. Avoid diminishing your child's natural enthusiasm by over correcting their work.

Storing and ordering household objects; cooking, setting the table and counting objects are just some of the ways to foster and develop your child's mathematical thinking. Simple board and card games are a fun way to improve basic problem solving skills.

Give your child opportunities to use technology; computers, cameras, CD players.

Have a collection of empty boxes, toilet rolls, cartons and egg boxes for your child to make models with.

Have some paint available so children can also paint at home. Use a variety of objects, fingers, old toothbrush, and a straw – anything you can think of.

Collect old bags, hats, clothes and accessories for your child to dress up and encourage role play.

Provide opportunities for your child to mix with other children in different environments so they can learn from each other e.g. invite a friend to your house for a play afternoon.

Encourage risk taking and let your child know that it's all right to make mistakes. Learn to observe your child without interfering. Children learn by solving their own problems

REMEMBER

Each child learns in their own way, at their own rate, through positive encouragement and support from those around them.

International Baccalaureate Primary Years Programme (PYP)



At UNIS Hanoi we are authorized to teach the International Baccalaureate Primary Years Programme (IBPYP). The IBPYP is an integrated curriculum that is relevant, challenging and engaging for learners from Discovery to Grade 5. It is a process-led, inquiry-based curriculum framework that actively encourages students to ask questions and to seek answers about the world around them.

Inquiry-based learning involves:

- Exploring, wondering and questioning;
- Experimenting and playing with possibilities;
- Making connections between previous learning and current learning;
- Making predictions and acting purposefully to see what happens;
- Collecting data and reporting findings;
- Clarifying existing ideas and reappraising perceptions of events;
- Deepening understanding through the application of a concept;
- Making and testing theories;
- Researching and seeking information;



- Taking and defending a position; and
- Solving problems in a variety of ways.

Much of the curriculum is arranged and taught through large, cross-curricular units of study known as units of inquiry. Throughout the Elementary School these units of inquiry are arranged under six themes. These same themes are repeated *every grade level. The themes are:

- Who We Are
- Where We Are in Place and Time
- How We Express Ourselves
- How the World Works
- How We Organize Ourselves
- Sharing the Planet

All of the units of inquiry which the students learn about are together known as the Programme of Inquiry.

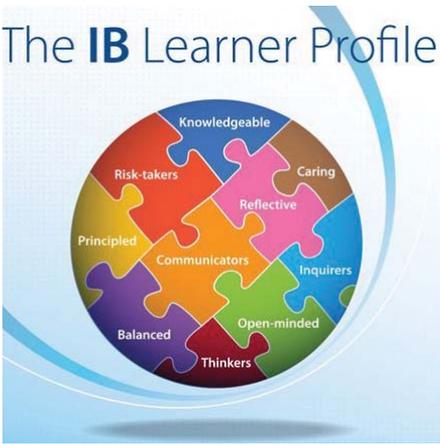
*In Discovery due to the nature of early childhood the students only undertake units of inquiry which fall under four of the themes namely:

- Who We Are
- How We Express Ourselves
- How the World Works
- Sharing the Planet

All curriculum areas are integrated where appropriate however single subject teaching also occurs separately. In Discovery the homeroom teacher teaches most of the subjects however the children attend specialist lessons for Art, Vietnamese and Library.

The aim of all IB programmes is to develop internationally minded people who, recognize their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The IB Learner Profile



As IB learners we strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



The Units of Inquiry in Discovery

UNITS OF INQUIRY - DISCOVERY		
An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves
<p>SELF IDENTITY</p> <p>A unit focused on Personal Social and Emotional Learning.</p> <p>Central idea:</p> <p>Self-identity involves understanding our personal characteristics and abilities.</p> <p>Main Concepts:</p> <p>Identity, growth, goal, strength, challenge independence</p> <p>Overview:</p> <p>During this unit which is revisited throughout the school year students will inquire into their personal and physical characteristics, their personal strengths and goals and the development and progress they have made and continue to make in Discovery.</p>	<p>This particular theme is not undertaken in Discovery.</p>	<p>EXPRESSING OURSELVES</p> <p>A unit focused on The Arts and Languages.</p> <p>Central idea:</p> <p>We use our “Hundred Languages” to express ourselves.</p> <p>Main Concepts:</p> <p>Form, function, perspective creativity, colour, texture, material, language, character, feelings idea, audience, communication</p> <p>Overview:</p> <p>During this year long unit students will be exploring the range of ways people can express themselves. They will learn that expression comes in a range of forms including language and the arts. They learn that different people have different preferences about expression..</p>

An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
<p>EXPLORING MATERIALS</p> <p>A unit focused on Science.</p> <p>Central idea:</p> <p>Materials can be manipulated to suit a given purpose</p> <p>Main Concepts:</p> <p>Form, function, change materials, property, cause & effect, purpose</p> <p>Overview:</p> <p>During this unit students use their senses to explore a range of materials and discover their properties. They observe how materials can be changed for example through cooking and melting. They investigate the relationship between a material's property and how we can use it (e.g. What materials would we use to make a boat which floats? This includes manipulating craft materials.</p>	<p>This particular theme is not undertaken in Discovery.</p>	<p>SHARING OUR ENVIRONMENT</p> <p>A unit focused on Environmental Science.</p> <p>Central idea:</p> <p>Humans share their environment with with other living things.</p> <p>Main Concepts:</p> <p>Connection, responsibility, causation respect, caring, appreciation, living, non-living, environment, plant, animal, insect</p> <p>Overview:</p> <p>During this unit students investigate living things which are found in the local environment. They explore animals, plants and insects observing how they look, move and change. Students learn to appreciate and respect living things and care for their environment.</p>

English



The strands of the UNIS Hanoi English curriculum are **Listening and Speaking, Reading, Writing and Viewing and Presenting.**

The following outcomes have been drawn from the UNIS Hanoi English curriculum.

The outcomes for English in Discovery include:

Listening and Speaking

- Listens in small or large groups for short periods of time
- Listens to and responds to stories, poems, rhymes, songs, instructions, questions and explanations
- Asks questions

Reading

- Shows reading - like behaviour
- Selects favourite texts for enjoyment
- Understands that print has meaning
- Makes predictions at the beginning of a story and during the story

Writing

- Makes basic strokes, figures and draws/copies recognizable objects/shapes/letters
- Correctly holds a marker/crayon with thumb and two fingers
- Uses scissors correctly
- Tries to write some letters from their name
- Draws simple pictures to tell a story

Viewing and Presenting

- Views and listens to a variety of media work

Mathematics



The strands of the UNIS Hanoi Mathematics curriculum are **Understanding, Fluency, Problem Solving** and **Reasoning**.

The following outcomes have been drawn from the UNIS Hanoi Mathematics curriculum:

The outcomes for Mathematics in Discovery include:

Understanding

- Realizes that measurement helps us understand concepts in our daily lives
- Recognizes numbers and symbols around them that have personal significance

Fluency

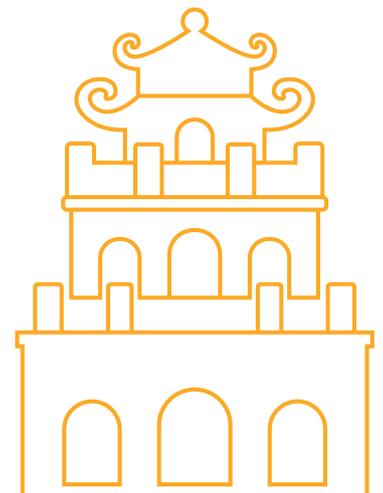
- Readily gives a number in response to being asked 'how many'
- Counts using one number name for each object up to 5

Problem Solving

- Uses real life objects to compare attributes during play situations
- Sorts objects by colour, size

Reasoning

- Explains changes in their daily routine
- Makes simple patterns with real objects
- Explains own reasoning for comparing objects



Science



The strands of the UNIS Hanoi Science curriculum are **Science Understanding**, **Science as a Human Endeavour** and **Science Inquiry Skills**

The outcomes for Science in Discovery include:

Science Understanding

- Objects are made of materials that have observable properties
- Living things have basic needs including food and water

Science as a Human Endeavour

- Science involves exploring and observing the world using the senses

Science Inquiry Skills

- Respond to questions about familiar objects and events
- Engage in discussions about observations and use methods such as drawing to represent ideas
- Share observations and ideas

Social Studies

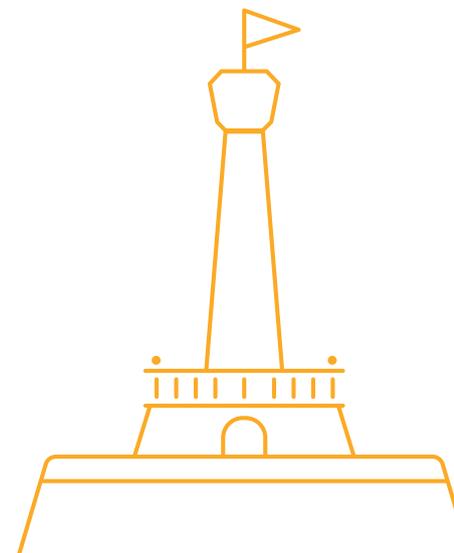


The strands of the UNIS Hanoi Social Studies curriculum are **Human Systems and Economic Activities, Social Organization and Culture, Continuity, Change Through Time, Human and Natural Environments, Resources and the Environment.**

The following student learning outcomes have been drawn from the UNIS Hanoi Science curriculum.

In Discovery the outcomes for Social Studies include

- Shows care and respect for living things.
- Shows care and respect towards classroom equipment.
- Shows responsibility for own possessions (e.g. school bag, hat, lunch).
- Engages in different kinds of play in different settings



Visual Arts



The Visual Arts curriculum is arranged into two strands: **Creating** and **Responding**. Through these, students will develop their imagination and creativity, explore materials and techniques, learn about practical aspects of art and design and develop their ability to observe.

Whenever possible and appropriate the Arts subjects support or are integrated into the Programme of Inquiry. However, there are times when these subjects offer

independent inquiry into arts-related knowledge, concepts and skills.

Students will explore Art by making use of different materials, manipulate shapes and exploring the properties of materials. They will look at objects in the natural world and explore how these can be represented.

Teacher Contact

Krista Ramsay

kramsay@unishanoi.org

Vietnamese Programme



In the Elementary School at UNIS Hanoi the Discovery Vietnamese programme focuses on Vietnamese cultural study and language.

The Vietnamese Programme in the Discovery includes:

- A specialist Vietnamese teacher.
- A cultural studies programme which allow students opportunities to explore different aspects of Vietnamese culture (food, clothing, lifestyle, traditional celebrations, performing arts).
- A language programme that gives the students the opportunity to listen to Vietnamese language through nursery rhymes, songs.

Whenever possible and appropriate the Vietnamese programme supports or is integrated into the programme of inquiry. However there are times

when the Vietnamese programme offers independent inquiry into related ideas and concepts or skill based teaching. The teacher involved in the Vietnamese programme is a Vietnamese national teacher.

The outcomes for Discovery include:

- Shows curiosity about Vietnamese culture
- Listening to Vietnamese language through songs, chants and rhymes
- Listening to instructions
- Sings Vietnamese songs and rhymes

The following units will be covered throughout the year: Who am I?, Colours, Vietnamese Food, Moon Festival, Tet and Numbers.

Teacher Contact

Tran Kim Dung
tkdung@unishanoi.org

Physical Education

Physical Education (PE) offers students the opportunity to discover the capabilities of their bodies in a variety of ways. Students will develop the gross motor skills that will be applied in various sports in the future. They will also develop skills and knowledge that they may apply in other contexts, within and beyond school, such as safety, fair play, cooperation and teamwork. Students will be introduced to some of the elements of a healthy lifestyle.

The Physical Education learning outcomes for Discovery students focus on **Hand, Eye and Body Coordination**.

The following student learning outcomes have been drawn from the UNIS Hanoi Physical Education curriculum.

Hand, Eye and Body Coordination

- Uses a variety of objects requiring increased coordination
- Performs movements in personal space while maintaining control
- Demonstrates proper technique for performing specific locomotor movement skills e.g. walk, jump, run, hop
- Manipulates material in a purposeful way, planning and attending to detail
- Demonstrates proper technique for performing specific manipulative movements e.g. carrying objects, climbing, rolling or throwing objects towards a target



What to Wear

PE lessons will be conducted indoors (air-conditioned gym) during the hot months; outdoors, during cooler, non-rainy days and at the swimming pool. Please check the days when your child has PE and dress him/her in appropriate clothes for PE on that day. Students of this age group are not expected to change for PE.

For PE activities students should wear a UNIS T-shirt, shorts, PE shoes and have water bottle.

For outdoors please prepare layers of clothing so students can take a layer off after they start running around and warm up, shorts or sports pants (jeans and slacks are not acceptable PE clothes and appropriate sport shoes (sandals, flip flops or crocs are not acceptable PE shoes), a hat and a water bottle.

During swimming students should bring swim wear (one piece costumes only) and towel. Students may like to bring goggles and a swim cap if they would like to use them.

Sickness and/or medical concerns

If for some reason your child can not participate in a P.E. lesson please send a note explaining the limitations. If your child needs to be absent for more than one week please send a doctors certificate or a note from our school nurse.

Teacher Contacts

Sarah Sharp
ssharp@unishanoi.org

Theresa Ulett
tulett@unishanoi.org

Personal, Social and Emotional Learning (PSEL)

Personal, Social and Emotional Learning (PSEL) offers students the opportunity to learn about themselves and about how they relate to others. Students are constantly learning about themselves and about others across the curriculum but there are also specific lessons and units where age-appropriate topics and issues can be explored in more depth. Learning in PSEL enables students to develop the attributes represented in the IB Learner Profile.

The PSEL curriculum is arranged in five strands: **Self Awareness, Social Awareness, Responsible Decision Making, Self Management** and **Relationship Skills**.

The following student learning outcomes have been drawn from the UNIS Hanoi PSEL curriculum.

Self Awareness

- Selects and uses activities and resources with help
- Welcomes and values praise for what they have done
- Enjoys responsibility of carrying out small tasks
- Feels more outgoing towards unfamiliar people and more confident in new social situations
- Confidently talks to other children when playing; communicates freely about own experiences
- Shows confidence in asking adults for help

Social Awareness

- Shows curiosity about objects, events and people
- Uses senses to explore the world around them
- Pretends objects are things from their previous experiences
- Takes on roles in their play
- Follows rules and directions when participating in activities

Responsible Decision Making

- Has own ideas and is able to discuss and implement them
- Finds ways of solving problems independently, without support from an adult
- Discovers new ways to do things and is able to share ideas

Self Management

- Is aware of own feelings and knows that some actions and words can hurt others' feelings
- Accepts the needs of others and can take turns and share resources
- Tolerates delay when needs are not immediately met; understands wishes may not always be met
- Adapts behaviour to different events, social situations and changes in routine



Relationship Skills

- Plays in a group, extending and elaborating play ideas, e.g. building up a role-play activity with others
- Initiates play, offering cues to peers to join them
- Keeps play going by responding to what others are saying or doing
- Demonstrates friendly behaviour, initiates conversations with peers and familiar adults





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