

## Civics and Citizenship

### Stage One

Students encounter activities and experiences. Participation is fully prompted. They may be passive or resistant. They may show simple reflex responses. Students show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention. They may give intermittent reactions.

Students:

- show sensory awareness in relation to a range of familiar people in familiar routines

### Stage Two

Students begin to respond consistently to familiar people, events and objects. They react to new activities and experiences. They begin to show interest in people, events and objects. They accept and engage in coactive exploration. Students begin to be proactive in their interactions. They communicate consistent preferences and affective responses. They recognize familiar people, events and objects. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time.

Students:

- respond to familiar routines
- show emerging awareness of identity e.g. by responding to own name or looking at themselves in the mirror
- respond to familiar people

### Stage Three

Students begin to communicate intentionally. They seek attention through eye contact, gesture or action. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways. They remember learned responses over more extended periods. Students greet known people and may initiate interactions. They can remember learned responses over increasing periods of time and may anticipate known events. They may respond to options and choices with actions and gestures. They actively explore objects and events for more extended periods.

Students:

- anticipate familiar routines and known events
- observe the results of their own actions with interest
- demonstrate sense of identity with consistent response to own name
- show recognition of familiar people and respond appropriately to them

### Stage Four

Students are aware of behavioural expectations and follow familiar classroom routines with support. They have an established sense of self identity and their relationships with familiar people.

Students:

- follow familiar routines and take part in familiar tasks or activities with support from others

- recognise and respond to praise or disapproval
- respond appropriately to 'yes' and 'no'
- follow simple classroom rules, with support
- identify the people with whom they have a relationship e.g. family members

### Stage Five

Students have an awareness of the boundaries set and the behavioural expectations within the school setting. They have a sense of belonging to different communities.

Students:

- anticipate next step in a familiar routine/activity
- show awareness that actions have consequences
- predict outcomes to familiar activities
- show an awareness of the behavioural expectations within the setting
- wait for their turn
- develop an awareness that they can respond to the needs of others in familiar situations
- have a sense of self as a member of different communities e.g. home, school, grandma's house

### Stage Six

Students carry out simple negotiations with others during familiar routines with adult support. They understand that their actions have consequences. They share news about their own lives.

Students:

- help others with familiar tasks, such as holding a partner's hand when walking
- carry out simple negotiations with others during familiar routines with adult support, eg turn taking on favourite equipment at playtime
- show awareness of the results of their own actions
- demonstrate an understanding of the behavioural expectations in a variety of familiar contexts
- respond to the needs of others in familiar situations
- have a specific responsibility in the classroom e.g. passing out pencils
- talk about experiences at home
- identify important relationships in their lives e.g. family members, friends, pets, teachers

### Stage Seven

Students demonstrate self control by following classroom rules and routines in different contexts in the school.

Students:

- understand the consequences of their own actions and begin to judge right from wrong
- take messages, with staff supervision, to the office
- take individual responsibility for a task
- attempt to negotiate with others in familiar situations
- respect the property of others e.g. take care when sharing other people's things
- talk about their home and family

**Stage Eight**

Students understand the need for rules in various situations. They have an understanding of their place in the communities in which they live.

Students:

- show basic understanding of what is right or wrong in familiar situations
- follow essential, non negotiable rules
- describe significant people and places in their lives e.g. parents, sports figures, bedroom, park, shopping centres, and the rules associated with them
- identify the people who are important in their lives and their relationship to them e.g. make a display of these people and what they do with them
- take turns and share with others on an agreed basis
- take on a variety of tasks in group activities and contribute to the achievement of the group project

**Stage Nine**

Students explore their responsibilities and those of others in familiar contexts. They engage in school and cultural events in a responsible and active way.

Students:

- accept consequences when behaviour is unacceptable
- demonstrate self control by generalising classroom rules and routines in different contexts in the school, eg pool, multi purpose room, other classrooms
- follow agreed codes of behaviour which help groups of people work together e.g. while queuing in a supermarket
- begin to understand that everyone's likes and dislikes are equally valid
- participate with a reasonable degree of self discipline
- identify people with whom they have significant relationships and the rules and responsibilities associated with them

**Stage Ten**

Students identify the range of groups to which they and their family members belong. They participate in a range of class and school activities such as recycling, taking responsibility for class resources and participate in local and national celebrations.

Students:

- know what is own and what is others' responsibility
- be aware that some behaviours are inappropriate in some contexts
- understand the consequences of their choices
- have a sense of self as a member of different communities e.g. at home and at school
- have developing respect for their own cultures and beliefs, and those of other people