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| **SEASON** | **3** | **EPISODE** | **14** |
| **TITLE** | **Possum in charge!** | | |
| **EPISODE THEMES** | - Independence  - Emotions; sadness, loneliness | | |
| **EPISODE BLURB** | Oh, no! Would you leave Possum in charge of the house? Will Possum understand all the instructions? Is everything going to be fine when Sally gets home? | | |
| **STORY SUMMARY** | Sally goes away for the weekend and leaves Possum in charge of the house with a list of jobs. Possum takes charge proudly but things start to go wrong. Possum has no concept of time and believes that every time he naps, it is a new day and time to eat. The dishes start to pile up from all of Possum’s eating. He recalls Sally said something about the rain and not to waste the water so instead of washing the dishes in the sink, he decides to take his bowls and plates outside for the rain to wash them. Possum decides he is feeling a bit sad but is not sure why. Sally finally comes home and is surprised by the mess. Possum says he felt sad and tried to remember how Sally looked to try to cheer him up. Sally explains that Possum was probably missing her and feeling lonely. They make a photo frame and put a photo in of ‘Sally and Possum’. Sally can look at it so she doesn’t feel lonely when Possum goes away for the weekend. | | |
| **ACTIVITY** | * Making a photo frame | | |
| **VIGNETTES** | Children making collage photo frames | | |
| **FINGERSPELLING** | S-A-D, L-O-N-E-L-Y | | |
| **SALLY'S DRAWER** | ‘How to make a picture frame’ instructions | | |
| **CURRICULUM GUIDE\*** | **EARLY YEARS LEARNING FRAMEWORK** | | |
| **Children have a strong sense of identity**   * Children develop their emerging autonomy, inter-dependence, resilience and sense of agency   **Children are connected with and contribute to their world**   * Childrenbecome socially responsible and show respect for the environment   **Children have a strong sense of wellbeing**   * Children become strong in their social and emotional wellbeing | | |
| **QUEENSLAND KINDERGARTEN LEARNING GUIDELINE** | | |
| **Identity**   * Acting with independence and perseverance   **Connectedness**   * Showing respect for environments   **Wellbeing**   * Building a sense of autonomy | | |
| **AUSTRALIAN CURRICULUM** | | |
| **General Capabilities – Personal and Social Capability**   * Self-management * Self-awareness | | |