

Shout Out @ School: Years 1-3 – The community



The Shout Out @ School education resource series

The purpose of the Commissioner for Children and Young People WA's teaching resource is to provide students with opportunities to engage with members of their class, school and the broader community to make meaningful, real-life improvements to their world.

The Commissioner is committed to consulting with children and young people, encouraging them to 'stand up and be heard' on issues that affect them and to increasing recognition of their value as members of the community.

Links to the K–10 Curriculum

Values:

- Respect and concern for others
- Social and civic responsibility
- Environmental responsibility

Learning areas

The Arts	English	H & PE	Languages (LOTE)	Mathematics	Science	S&E	T&E
	✓	✓				✓	

Scope and Sequence

For details on how these lesson ideas and activities map to the DET WA K–10 Syllabus, see Table 1.

Overview

Using the 'community' picture chart as a reference, children explore a range of scenarios and issues relevant to their everyday experience of being part of the local community. The suggested activities include discussion, negotiation, role play, and shared writing and drawing exercises. These activities are designed to promote positive engagement/participation, self-expression, self-care and care for others.

Should the teacher choose to focus on the link between the scenarios in the picture chart and children's rights under the United Nations Convention of the Rights of the Child, a legend is available for download at www.cyp.wa.gov.au (follow the links to Shout Out/ Shout Out @ School).



Scope and Sequence: Year 1	Scope and Sequence: Years 2/3	Focus Questions
<p>English</p> <p>Viewing</p> <p>Contextual Understandings</p> <p>Imaginative Visual Texts</p> <ul style="list-style-type: none"> viewers draw inferences from the ideas and information contained in illustrations 	<p>English</p> <p>Viewing</p> <p>Contextual Understandings</p> <p>Imaginative Visual Texts</p> <ul style="list-style-type: none"> viewers draw inferences from the ideas and information contained in directly stated descriptions and actions 	<ol style="list-style-type: none"> 1. What is this? 2. What can you see? 3. What is happening in this picture? 4. Where is this? 5. Does this look like somewhere you know? 6. Tell me what is happening here. 7. Who is/is not playing happily together? 8. Can you see someone who is helping children? 9. Can you see some children looking happy? Why are they happy? 10. What can you see in this picture that you do not like? Why do you not like it? 11. What happened to this house? 12. What do you think will happen next? 13. What are all these people doing? 14. Tell me a story to go with what is happening here.





Table 1

Scope and Sequence: Year 1	Scope and Sequence: Years 2/3	Focus Questions
<p>Health and Physical Education</p> <p>Context: Safety</p> <ul style="list-style-type: none"> • Safe/unsafe situations • Safety houses • People who can help • Road safety <p>Knowledge and Understandings</p> <ul style="list-style-type: none"> • features that make home and school community safe • who should help me <p>Interpersonal Skills</p> <ul style="list-style-type: none"> • ways to express needs or opinions • how to report concerns <p>Self-management Skills</p> <ul style="list-style-type: none"> • ways to seek help • where to find information 	<p>Health and Physical Education</p> <p>Context: Safety</p> <ul style="list-style-type: none"> • Responding to unsafe situations • People who can help <p>Knowledge and Understandings</p> <ul style="list-style-type: none"> • features that make neighbourhoods healthy and safe • personal actions that can improve other people's health and safety <p>Interpersonal Skills</p> <ul style="list-style-type: none"> • ways to prevent and manage conflict <p>Self-management skills</p> <ul style="list-style-type: none"> • how to take responsibility for your actions 	<ol style="list-style-type: none"> 1. What is safe? What does it look, sound and feel like? 2. What does unsafe mean? 3. What is happening in this picture that seems safe/unsafe to you? 4. If you were a child in this picture, where would you go if you felt unsafe? 5. What is a safety house? 6. Who is this? 7. What do they do? 8. Who are the people who protect you from these unsafe situations? 9. Why do we need the people who help to keep us safe? 10. What would it be like if we had no one to help us if we were in trouble or sick? 11. What could be done to make this community safer? 12. If you are not happy with what is happening in your community, what could you do?



Table 1

Scope and Sequence: Year 1	Scope and Sequence: Years 2/3	Focus Questions
	<p>Health and Physical Education (Year 3)</p> <p>Context: Safety</p> <ul style="list-style-type: none"> Identifying and responding to unsafe situations Organisations and networks People who can help Traffic and road sense <p>Knowledge and understandings</p> <ul style="list-style-type: none"> safe behaviours keeping yourself and them safe information and services <p>Interpersonal Skills</p> <ul style="list-style-type: none"> ways to assess situations how to identify when it is the right time to report concerns to an adult <p>Self-management Skills</p> <ul style="list-style-type: none"> how to identify community rules, rights and responsibilities 	<p>Additional/alternative questions for Yrs 2/3</p> <ol style="list-style-type: none"> What is an unsafe situation? If you were a child in this picture, what would you do if you felt unsafe? What does a safety house look, feel and sound like? Where can you find information about community rules? Where can you find information about the rights and responsibilities different people have?



Table 1

Scope and Sequence: Year 1	Scope and Sequence: Years 2/3	Focus Questions
<p>Society and Environment</p> <p>Natural and social systems</p> <p>Political and Legal Systems</p> <ul style="list-style-type: none"> ways that people contribute to the local community that there are situations where people have a direct say, and situations where others make decisions on their behalf about the qualities of good rules 	<p>Society and Environment</p> <p>Natural and social systems</p> <p>Political and Legal Systems</p> <ul style="list-style-type: none"> about the places where people come together to discuss issues and make decisions that all people are required to cooperate formally 	<ol style="list-style-type: none"> What is a community? What does a community look, feel and sound like? Who works in the community? Who is this person? What are they doing? What is this? (community centre/ medical centre/fire station/police station) What does a police officer/firefighter/ doctor do for the local community? What would happen if we did not have a fire brigade/police force/ doctors/teachers? What is a government? What is a rule? What are rules for? Who makes the rules? Are the rules the same all over the community? What would it be like living in a place without rules? What would it be like living in a place that had no one to enforce those rules? How would they be different? Are all people required to follow the rules? Where can you go to talk about issues and make decisions about your community?

Lesson ideas and detail

Select one or more of the following activities.

- Discuss the word 'safe' with the children. Create a Y-chart about what it looks like, sounds like and feels like. Examine the poster and identify the unsafe situations in the picture. Look specifically at the 40 km/h school zone and ask about why there is a 40 km/h school zone. Discuss who made the rule of 40 km/h in a school zone and why.
- Discuss the features in the poster that create a safe community (eg zebra crossing, 40 km/h in school zone, police officer pulling over car). Discuss the reason for these features in the community.
- Take the children on a walk around the local community (eg school grounds, local park) and address safety practices and rules used on the walk (eg crossing the road). Identify parts of the community and take photos. Define the purpose for each location. Discuss who makes the rules for the local community and why we have rules (eg for crossing the road, riding a bike and riding in a bus).
- Jointly construct consequences to the rules in the community with the children (eg riding a bike without a helmet, speeding in a 40 km/h zone, hanging out of the window of a bus). Allow children to voice their thoughts and role play the rules afterwards, allowing for discussion and change.
- Organise excursions where children explore their local government services (eg youth community centre). Discuss how the community centre provides a service to children by offering a place for children to have somewhere to go where they can meet other children, join groups and talk with people about their needs and opinions.
- Make a classroom 'Big Book' such as 'Who I can go to for help'. Review the picture chart and ask the children if they can see anyone in the picture chart who they can go to for help, and if so, what sort of help they would provide. Explain how these people make sure that children and their rights are protected in our local community.
- Provide costumes for children to role play about how to ask for help in different situations (eg house fire, the correct procedure to cross the road, how to approach a safety house).
- Invite members of the community (eg health worker, police officer, firefighter) to come in and discuss with the children how they can go to them for help, why they are here to help children and what they can do for children.
- Conduct 'Community Circle' and 'Circle Time' activities where children address the three Cs (cares, concerns and celebrations) about their community. Make a list of these concerns and discuss how the children would like the situations improved.
- Engage children in discussions about their experiences with some of the issues in the picture and extend through writing, art, music and drama.
- Conduct child/puppet interviews where children can address issues that concern them.

Whole class extension project

Select one or more of the following activities.

- Ask children to identify people in the community who work to help children and how they help – police, nurses, coaches, lollipop people, etc.

- Discuss ways that children ‘have a say’ about what is important to them and issues that concern them, for example, telling parents or a teacher about issues or helping other kids.
- Show children the Shout Out section of the Commissioner for Children and Young People’s website (www.cyp.wa.gov.au – click on the Shout Out link) where children, either individually, or in groups like a class, can tell the Commissioner what they think.
- Discuss why it is important that children and young people have a say on things that affect them. (so adults know more about what children need to be healthy and safe) This might lead to a discussion about the rights of children – refer to the United Nations Convention on the Rights of the Child (see *Resources*).
- Ask children to share stories of good things and bad things that have happened to them in their local community. Identify good things about their community and things that can be improved. Children can suggest ideas to promote the good things in their community and make improvements where needed.
- Discuss which people and agencies (local government, traffic police, health services, etc) can help them with their ideas.
- Use a range of expression (letter, drawing, video, poster, etc) to have the children express their ideas for their community.
- Children create a poster(s) that addresses an unsafe issue (eg putting rubbish in the bin, crossing the road, safety houses, who to call in an emergency, keeping dogs on leads, wearing a helmet when riding a bike). Children describe to the teacher what they have drawn.
- Plan a school or community event such as an art show where children can display their posters or other art works (eg a community collage).

Additional/alternative whole class extension projects for Years 2/3

Select one or more of the following activities.

- Bring attention to the parking scenario at the front of the school. Ask the children how they would solve this problem. Create a class newsletter to address the issue (eg kiss ‘n’ ride parking).
- Create an advertisement for the community centre that encourages children to go there to play, meet people and talk about issues they have.
- Conduct a school survey about what children would like to see in their community.
- Webquest to research a chosen community issue.

Work developed by students in any of the activities in this resource (such as letters, drawings, posters, videos, photographs or audio clips) can be submitted to the Commissioner for Children and Young People WA via the website (www.cyp.wa.gov.au – click on the Shout Out link). These will be displayed on the Shout Out @ School page.

Resources

Commissioner for Children and Young People – www.ccyp.wa.gov.au – click on the Shout Out link

Annandale, K et al 2004, *First Steps, Reading Map of Development*, 2nd edn, Harcourt, Port Melbourne, Victoria.

Annandale, K et al 2005, *First Steps, Writing Map of Development*, 2nd edn, Rigby Heinemann, Port Melbourne, Victoria.

Safety House Association of WA – <http://www.safetyhousewa.org.au>

School Drug Education and Road Aware (SDERA) – <http://www.det.wa.edu.au/sdera/detcms/portal/>

UNICEF Australia – <http://www.unicef.org.au> – follow the links School Room/The Rights of Children/Cartoons for Human Rights

UNICEF – <http://www.unicefgames.com/> – provides online interactive games for children to play

A child-friendly illustrated version of the United Nations Convention on the Rights of the Child can be found at http://www.sccyp.org.uk/webpages/about_gallery_yp.php
or

on the Meerilinga website at www.meerilinga.org.au. To download click on the 'Children's Week' tab and open 'Celebrate and Resources' in the drop-down menu. If you page down you will find the poster download.

Kiddey, P et al 2001, *Stepping Out, Success for All: Selecting Appropriate Learning Strategies*, Curriculum Corporation, Carlton South, Victoria. (For further information, contact Steps Professional Development, Western Australia on 9373 2200 or email at info@stepspd.com.au or visit their website www.stepspd.com.)

Kiddey, P et al 2001, *Make Their Heads Spin! – Improving Learning in the Middle Years*, Curriculum Corporation, Carlton South, Victoria. (For further information, contact Steps Professional Development, Western Australia on 9373 2200 or email at info@stepspd.com.au or visit their website www.stepspd.com.)

Stepping Out Professional Development Courses available on the DET portal (DET teachers only) and through professional learning conducted by Steps Professional Development, Western Australia. Phone 9373 2200 or info@stepspd.com.au or www.stepspd.com