

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



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 'park' picture chart as a reference, children explore a range of scenarios and issues relevant to their everyday experience of the external environment. 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 on the Rights of the Child, a legend is available for download at www.ccyp.wa.gov.au (follow the links to Shout Out/ Shout Out @ School).



Table 1

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 directly stated information and 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 the place in the picture? 2. What is happening in the picture? 3. Who is doing something you like to do? 4. Who is doing something you would not like to do? 5. Can you see someone who is helping children? 6. Can you see some children looking happy? 7. Who is/is not playing happily together?
<p>Health and Physical Education</p> <p>Context: Safety</p> <p>Knowledge and Understandings</p> <p>The Meaning and Dimensions of Health</p> <ul style="list-style-type: none"> actions to take to optimise personal safety resources and consumer skills people and places that can help 	<p>Health and Physical Education</p> <p>Context: Safety</p> <p>Knowledge and Understandings</p> <ul style="list-style-type: none"> features that make neighbourhoods healthy and safe (Yr 2) ways to improve the health and safety of themselves and others (Yr 3) 	<ol style="list-style-type: none"> 1. What can you see that is safe/unsafe in the park? 2. What can you see that is healthy/unhealthy in the park? 3. What would you do and what would you say if you were being bullied at the park? 4. Who could you go to for help? 5. If you saw someone who was hurt or upset, what could you do? 6. Why would you tell someone? 7. What might happen if you didn't tell someone?



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Scope and Sequence: Year 1	Scope and Sequence: Years 2/3	Focus Questions
<p>Interpersonal Skills</p> <p>Communicating</p> <ul style="list-style-type: none"> ways to express yourself using assertive verbal and non-verbal communication skills building and nurturing relationships the difference between 'telling' to help or 'telling' to get someone in trouble cooperating and collaborating in groups how to identify reasons for rules <p>Self-management Skills</p> <ul style="list-style-type: none"> reviewing the situation ways to seek help planning before deciding how to identify positive and negative consequences of decisions deciding and acting ways to decide 	<p>Interpersonal Skills</p> <ul style="list-style-type: none"> how to identify when it is the right time to report concerns to an adult (Yr 3) how to explain rules to others (Yr 2) how to express yourself assertively (Yr 3) <p>Self-management Skills</p> <ul style="list-style-type: none"> positive and negative consequences of decisions (Yr 3) how to identify community rules, rights and responsibilities (Yr 3) 	<ol style="list-style-type: none"> What is a safety house? What is a rule? Why do people have rules? What safety rules can you see in this picture? What safety rules do you know for riding a bike in the park? What could you do to make the park a better place to play? Who could you tell your ideas to? What would you say to them? <p>Additional/alternative questions for Yrs 2/3</p> <ol style="list-style-type: none"> What would you do and/or who would you tell if you saw a needle in the school grounds or in the park? What would you do if you saw someone being bullied? What rules would you make for the park? How would you explain a rule to someone else? What would you do to improve health and safety in the park picture?



Table 1

Scope and Sequence: Year 1	Scope and Sequence: Years 2/3	Focus Questions
<p>Society and Environment</p> <p>Place and Space</p> <p>Care of Places</p> <ul style="list-style-type: none"> • that people’s values determine how they care for a place • ways individuals and groups care for places they value (Civics and Citizenship) • that people’s views on the care of places differ, change over time and that environments can be managed sustainably • reasons why the local environment needs to be cared for (Civics and Citizenship) (eg using, protecting, caring – school grounds need to be safe for children to use) <p>Active Citizenship</p> <ul style="list-style-type: none"> • children demonstrate active citizenship through their behaviours and practices in the school environment in accordance with principles and values of sustainability 	<p>Society and Environment</p> <p>Place and Space</p> <p>Care of Places</p> <ul style="list-style-type: none"> • that people’s views on the care of places differ, change over time and that environments can be managed sustainably • the people who care for the environment (Civics and Citizenship) (eg local council has a responsibility to provide local parks) <p>Active Citizenship</p> <ul style="list-style-type: none"> • children demonstrate active citizenship through their behaviours and practices in the school environment in accordance with principles and values of sustainability • the right to enjoy the environment is linked to the responsibility not to damage it (Civics and Citizenship) 	<ol style="list-style-type: none"> 1. Who is doing something that is good for the environment? 2. Why is it important to protect the environment? 3. Who is doing something that is bad for the environment? 4. What rules would you make for the park to protect the environment? 5. What is graffiti? 6. Why is graffiti a wrong thing to do? 7. What do you think should happen to the person who is writing on the toilet wall? 8. What rules would you make for the park to protect the environment? 9. Could you have the same rules for the playground at school? 10. What could you do to make the park environment in your community a better place to play? 11. Who can you tell about your ideas to improve your local park environment? 12. Who looks after the park in your community?



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Scope and Sequence: Year 1	Scope and Sequence: Years 2/3	Focus Questions
<ul style="list-style-type: none"> the right to enjoy the environment is linked to the responsibility not to damage it (Civics and Citizenship) opportunities to become involved at the school level may include: <ul style="list-style-type: none"> recycling programs Clean Up Australia Day Sustainable Schools Initiative (WA) <p>Natural and Social Systems</p> <p>Political and Legal Systems</p> <p>The elements and processes of government and governance</p> <ul style="list-style-type: none"> ways that people contribute to the local community (eg working for the local council/shire or other government agencies) the elements and processes of law-making and law enforcement about the qualities of good rules* (eg fair to all, clear and easily understood by all) about the concept of 'fair' and 'unfair' rules* 	<ul style="list-style-type: none"> opportunities to become involved at the school level may include: <ul style="list-style-type: none"> recycling programs Clean Up Australia Day Sustainable Schools Initiative (WA) <p>Natural and Social Systems</p> <p>Political and Legal Systems</p> <p>The elements and processes of government and governance</p> <ul style="list-style-type: none"> about some of the responsibilities and qualities of leadership and the role of leaders within a community (eg junior school council) the elements and processes of law-making and law enforcement that all people are required to cooperate formally (eg obeying council and state government laws such as walking dogs on a leash, keeping to the speed limit on roads and not littering) about the processes by which rules are made (eg discussion, group agreement, voting) 	<p>Additional/alternative questions for Yrs 2/3</p> <p>13. What could you do if you saw someone damaging the park environment?</p> <p>14. Why are there rules about what people can and cannot do in public places?</p> <p>15. Who makes the rules?</p> <p>16. Who would you ask to help you implement your ideas?</p>



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Scope and Sequence: Year 1	Scope and Sequence: Years 2/3	Focus Questions
<ul style="list-style-type: none"> that failing to follow rules has consequences* (eg if children do not follow the class/school rules, there will be consequences for their behaviour) <p>Active Citizenship Children demonstrate active citizenship through their behaviours and practices in the school environment, in accordance with the principles and values associated with the democratic process, social justice and sustainability. Children should take opportunities to become involved in citizenship activities at the school level by:</p> <p>Political and Legal Systems</p> <ul style="list-style-type: none"> participating in a class and/or junior school council engaging in class meetings (eg follow structured, decision-making processes) participating in class and/or school elections for councils, faction (eg voting for school leaders) negotiating class rules, consequences and rewards. 	<p>Active Citizenship Children demonstrate active citizenship through their behaviours and practices in the school environment, in accordance with the principles and values associated with the democratic process, social justice and sustainability. Children should take opportunities to become involved in citizenship activities at the school level by:</p> <p>Political and Legal Systems</p> <ul style="list-style-type: none"> participating in class and/or junior school council engaging in class meetings (eg follow structured, decision-making processes) participating in class and/or school elections for councils, faction (eg voting for school leaders) negotiating class rules, consequences and rewards. 	

Lesson ideas and detail

Select one or more of the following activities.

- Show the children the picture chart of the 'park' environment and ask focus questions to direct their thinking and responses. Extend scenarios by asking, 'What would happen if...?' and 'What do you think happens next?' Ask children to consider the positive and negative consequences of their decisions.
- Play barrier games using A3 copies of the black and white picture. Ask children to place counters on people doing something that shows children doing things they:
 - should do – such as cooperating, being safe, playing happily
 - should not do – such as bullying, being unsafe.
- After a given period of time, ask the children to remove the barriers and compare pictures. Count and compare the number of counters used. Ask each pair to share a scenario with the rest of the class.
- Discuss what makes a good rule (eg fair to all and easily understood). Allocate different sections of the picture to different groups and help them to create rules suggested by the scenarios.
- Give each child a rule on a paper strip (eg 'Put rubbish in the bin', 'Tell an adult if you see something unsafe') and ask them to find a scenario that matches it. Children could colour the scenario on their own black and white copy of the picture and glue the rule on the page.
- Discuss strategies for dealing with bullying behaviour and provide opportunities for children to role play what to do when they or someone else is being bullied.
- Tell children about safety houses if the program exists in your community.
- Provide labels showing 'Safe' with a tick and 'Unsafe' with a cross and ask children to take turns to label a scenario on the coloured picture of the park, justifying their decisions.
- Provide labels showing 'Healthy' with a tick and 'Unhealthy' with a cross and ask children to take turns to label a scenario on the coloured picture of the park, justifying their decisions.
- Select a scenario (eg the child telling the ranger about the needle) and enlarge it onto A4 paper, leaving room for children to write speech bubbles to show what the people are saying to each other.
- Discuss consequences of not putting rubbish in the bin and create posters to display around the school.
- Discuss who children can ask for help at school if they feel unsafe or notice something unsafe or unhealthy in the playground.
- Direct children's attention to the broken swing on the poster and discuss who would be responsible for fixing the swing.

Additional/alternative lesson ideas and details for Years 2/3

Select one or more of the following activities.

- Employ partner and small group strategies to generate ideas to improve the park environment and health and safety issues in the park (see *First Steps Speaking and Listening Resource Book* for explanations of strategies such as ‘think, pair, share’; ‘talking circles’; ‘twos to fours’; ‘jigsaw’). Record ideas.
- Select scenarios in the park picture that show children trying to have a say. Ask the children to role play a situation to show ‘What happens next?’ when the child’s voice is heard and when the child’s voice is not heard. Follow with role play of what may happen if the child’s voice is heard.
- Discuss why we have rules (eg to keep us safe and healthy; to protect property; to protect the environment). Ask children to suggest rules for the scenarios they coloured in the park picture chart in the barrier game activity (eg ask an adult for help if your kite gets stuck up a tree; wear protective gear when skateboarding or riding a bike; obey warning signs in the park; put rubbish in the bin). Children could read the United Nations Conventions on the Rights of the Child and match them to the rules they have created.

Whole class extension project

Select one or more of the following activities.

- Ask children to identify people in parks who work to help children and how they help. (rangers, gardeners, maintenance people, shop people, parents, 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, helping other kids.
- Show children the Shout Out section of the Commissioner for Children and Young People’s website (www.cyp.wa.gov.au) where children, either individually or in groups, 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*).
- Invite children to pretend they are rangers. Take them for a walk around the school gardens or for a visit to a local park. Have them identify unsafe and unhealthy situations. Take photos and discuss what they can do to improve the environment. Use a range of expression (letter, drawing, video, poster, drawing, etc) to have the children identify the issues.

- Record the issues and decide what to do next. List alternative actions and take a vote. Suggestions might include:
 - inviting the members of the student council to the class to look at the photos and listen to the children's suggestions
 - electing class representatives to take ideas and issues to the principal
 - enrolling the class or school in activities such as
 - recycling programs
 - Clean Up Australia Day
 - Sustainable Schools Initiative (WA).

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.ccyp.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

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

Department of Education and Training resources – <http://www.det.wa.edu.au>

School Drug Education and Road Aware (SDERA) for teaching strategies and activities for promoting resilience, pedestrian safety, playing safely, bike safety and related children's literature – <http://www.det.wa.edu.au/sdera/detcms/portal>

Department of Health 2002, *Growing and Developing Healthy Relationships* at http://www.public.health.wa.gov.au/2/233/2/schoolbased_sex.pm

Brace, J et al 2006, *First Steps Speaking and Listening Resource Book*, 2nd edn, Rigby Harcourt Education, Port Melbourne, Victoria.

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

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.