

Shout Out @ School: Year 4 – The classroom 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 |
|----------|---------|--------|------------------|-------------|---------|-----|-----|
| | ✓ | | | | | ✓ | |

For details on how these lesson ideas and activities map to the DET WA K–10 Syllabus Scope and Sequence, [click here](#) or go to page 9 of this document.

Description

In this year level, students will discuss *needs* and look at how the *needs* of children in classrooms are being met. This is designed to provide children with the understanding that many factors impact on their *needs*, and that people can affect, both positively and negatively, how other people's *needs* are met. Discussion about *needs* may lead children to consider the rights of people in the community, including themselves.

Projects 1 and 2 encourage students to identify *needs* and determine how they may be met. The extension projects provide a planning framework for students to make and implement a plan of action and report on the outcome.



Overview

By the completion of this project, students will have:

- analysed the difference between *needs* and *wants*
- identified what *needs* are met through family and through the class
- selected a *need* that they feel could be better met in the class
- presented reasons why they believe it requires further consideration, and ideas on how they could achieve that improvement
- selected one of the following (or a combination) as a way to present ideas:
 - poster and verbal presentation
 - Microsoft® PowerPoint® presentation
 - letter to explain point of view
- participated in a project, as selected by the class, to make a positive change to their classroom environment.

Lesson ideas and detail

Whole class introduction and discussion

Select one or more of the following activities.

- Generate discussion of *needs* and *wants* through (select one or more):
 - Think, pair, share (see *First Steps Speaking and Listening Resource Book, (2nd ed) p 168–169*)
 - Placemat (*Stepping Out*)
 - Class T-chart: headings – *needs* and *wants* related to the classroom
 - Venn diagram (*First Steps Speaking and Listening Resource Book, (2nd ed) p 176–177*)
 - KWL chart (*First Steps Reading Resource Book, (2nd ed) p 176–177*)
- From the discussion, develop a definition of *needs* and *wants*. Display in classroom.

Group work research tasks (analysis and synthesis of information)

Select one or more of the following activities.

- Use think, pair, share; placemat; T-chart; or a Venn diagram, to analyse one of the following:
 - *needs* at home compared to our classroom
 - *needs* and *wants* within our classroom.

- Students select one of the *needs* that they feel could be better met in their classroom then analyse that *need* using one, or both, of the following:
 - 5Ws and an H (*First Steps Reading Resource Book, (2nd ed) p 178*)
 - *Six Thinking Hats* (de Bono, 1992).
- Students survey classmates to see if they agree the identified *need* should be given further consideration.
- Students interview classmates to get their opinion on the *need* they are raising (*First Steps Speaking and Listening Resource Book, (2nd ed) p 76–79*).
- Investigate the relationship between *needs*, *wants* and rights by looking at the child-friendly rights of the United Nations Convention on the Rights of the Child at http://www.sccyp.org.uk/webpages/about_gallery_yp.php. Discuss:
 - How are *needs* and *wants* different from, and similar to, rights?
 - What rights do children have?
 - Is the *need* you are looking at related to any of the United Nations Convention on the Rights of the Child?
- Students select and complete one, or a combination, of the presentation choices (Microsoft® PowerPoint®, letter, poster, verbal) outlining why their selected *need* should be given better consideration.

Individual/pair work research tasks (analysis and synthesis of information)

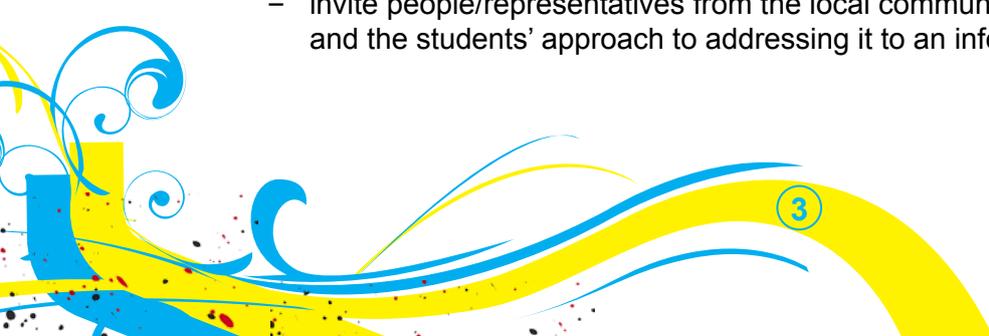
Select one or more of the following activities.

- Provide personal reasons outlining which particular *need(s)* require better consideration in the classroom.
- Provide personal suggestions of how the class members can give better consideration to the particular *need* of interest to them.
- Students select and complete one, or a combination, of the presentation choices (Microsoft® PowerPoint®, letter, poster, verbal) outlining why their selected *need* should be given better consideration.

Engaging with your community

Select one or more of the following activities.

- Students deliver presentations regarding their identified *need(s)*. (See *First Steps Writing Resource Book, (2nd ed) p 103–115*) for information on how to effectively teach persuasive writing.)
- Provide avenues for students to report the outcomes of their project to the wider community, for example:
 - present to other Year 4 groups, if more than one in the school
 - present at school assembly to inform the school community
 - present to significant others in the school who may be involved in addressing the *need* (for example, the principal, parents)
 - invite people/representatives from the local community with an interest in the *need* and the students' approach to addressing it to an information session.



Whole class extension project

- Following presentations, use class discussion, voting, or another method to rank the presented *needs* in order of priority.
- Students design a plan of action to address the top priority *need*, for example:
 - who needs to be involved, what resources/help will be needed, how to share the tasks, how much time it will take.
- Discuss how the plan can be checked later to see if it made a positive difference.
- Students use the steps above and implement the plan.
- Report on the outcomes of the project to the groups above ('Engaging with your community').
- Celebrate the achievement.



Overview

By the completion of this project, students will have:

- investigated the *needs* of children in a classroom other than theirs
- drafted (via oral or written process) a plan to address an identified *need* of their choice in cookbook style – ie using a recipe as a procedure to detail what is required, the steps that should be taken to achieve the best result, the allocation of tasks and how long it will take
- as a class, selected the best achievable recipe
- selected one of the following (or a combination) as a way to present the recipe (in class or to relevant class/school/community) representatives:
 - poster and verbal presentation
 - Microsoft® PowerPoint® presentation
 - letter to explain their point of view
- participated in a project to support a positive change in a classroom environment other than theirs.

Lesson ideas and detail

Whole class introduction and discussion

Select one or more of the following activities.

- View the video clip of Myanmar’s children in the classroom (Google™ video search: ‘Myanmar’s cyclone affected children’), or similar.
- Invite Save the Children Australia’s ‘Speaking Out’ service to present information about students in classrooms from around the world (http://www.savethechildren.net/australia/your_support/speaking_out.html).
- Look at the Commissioner for Children and Young People WA’s website (www.cryp.wa.gov.au – Shout Out/What’s the Commissioner doing? or Shout Out/Latest news) for examples of issues affecting school students in WA.
- Scan local or state newspapers to identify WA children who may have *needs* other than theirs, for example, refugee children, children with disabilities.
- Compare student *needs* identified from the whole class discussion to the student’s own, for example:
 - Venn diagram (*First Steps Speaking and Listening Resource Book, (2nd ed) p 176–177*)
 - T-chart.

- Provide focus questions for discussion to highlight the basic *needs* of children who may be at risk. For example, Question web, 5Ws and an H (*First Steps Reading Resource Book, (2nd ed) p 178*).
- Examine the organisational features of 'writing to instruct' (*First Steps Writing Resource Book, (2nd ed) p 93–102*).
- Investigate the relationship between *needs*, *wants* and rights by looking at the children's version of the United Nations Convention on the Rights of the Child (http://www.sccyp.org.uk/webpages/about_gallery_yp.php). Discuss:
 - How are *needs* and *wants* different from, and similar to, rights?
 - What rights do children have?
 - Is the *need* being looked at related to any of the Rights of the Child?

Individual/pair work research tasks (analysis and synthesis of information)

Select one or more of the following activities.

- Students select the *need* they wish to focus on as identified in previous discussion.
- Students define the investigation (*First Steps Reading Resource Book, (2nd edn) p 173–180*), for example:
 - Brainstorm
 - Explosion chart
 - KWL chart.
- Students gather examples of recipes to view and compare the organisational features.
- Students discuss with their partners the *needs* identified by the class and decide upon one *need* they would like to address.
- Students brainstorm ideas and then select a preferred option for addressing the *need*
 - consider and list the resources that are required and other matters which might affect the likelihood of their plan being a success.
- Students produce a recipe-style solution to improve the identified *need* of the classroom.

Engaging with your community

Select one or more of the following activities.

- Small groups or individual students present their plan/recipe for their identified *need* to their class or other group of students (for example, assembly, group of classes). This can be followed by a Q & A session. Students in the audience could respond to the information by asking questions such as:
 - Why was this *need* selected as most important?
 - How could you implement a part of the plan?
 - Is the plan realistic?
 - Is the time frame realistic?
 - What might make the plan difficult to carry out?
- Students create a classroom '*needs* cookbook' which presents the various plans of students – design a cover and possibly print copies for each class in the school.

- Provide avenues for the students to report on their individual projects or class ‘needs cookbook’ to the wider community. For example:
 - present to other Year 4 groups if more than one in the school
 - present at school assembly to inform the school community
 - present to significant others in the school who may be involved in addressing the *need/s* (for example, the principal, parents)
 - invite people/representatives from the local community with an interest in the *need/s* and the students’ approach to addressing them to an information session.

Whole class extension project

- Following presentations use class discussion, voting or another method to rank the presented *needs* recipes in order of priority.
- Students discuss and devise a plan of action to address the top priority *need*, for example:
 - who *needs* to be involved, what resources/help will be needed, how to share the tasks, how much time it will take
 - discuss how the plan can be checked later to see if it made a positive difference.
- Students follow the steps above and implement the plan.
- Report on results to the groups listed above (‘Engaging with your community’).
- Celebrate the achievement.

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

de Bono, E 1992, *Six Thinking Hats for Schools: Book 2 (Middle–Upper Primary)*, Hawker Brownlow Education, Cheltenham, Victoria.

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

Annandale, K 2004, *First Steps Reading Resource Book*, 2nd edn, Harcourt, Port Melbourne, Victoria.

Annandale, K 2004, *First Steps Writing Resource Book*, 2nd edn, Harcourt, Port Melbourne, Victoria.

SCCYP Promoting the Rights of Children in Scotland at <http://www.sccyp.org.uk/webpages/cypr.php>

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



Scope and Sequence

English

Listening and Speaking

Contextual Understandings

- Speakers and listeners interact in different ways depending on the context and purpose including:
 - to recount through retelling experiences in small groups
 - to explain through giving an oral report to the class
- Discussions and conversations provide opportunities to identify options offered by others, propose other relevant viewpoints and extend ideas in a constructive manner
- Speakers refer to main ideas, give possible explanations and solutions, and support these with a few reasons in discussions and presentations on a topic or issue
- Speakers engage the interest of their listeners by representing people, places, events and things in particular ways

Conventions

- Generic structure of discussions, conversations, explanations, arguments and oral presentations in informal and formal contexts
- Vocabulary, including thinking and feeling verbs to give opinions, and adjectives and verbs to represent people, places, events and things in chosen ways

Society and Environment

Investigation, Communication and Participation

Planning: Preparing for an investigation

- Ways to reflect on current understandings of a topic (eg group brainstorming, shared concept maps)
- How to design a range of questions suited to the purpose of the investigation (eg who, what, where, when, why, how?)
- How to gather information from sources
- To build knowledge of how ICT can be effectively used for inquiry

Conducting: How to locate sources, organise and select information

- How to locate information within a source (eg subheadings)
- To use a specific web page to find information
- How to use ICT to represent ideas and create responses to problems and tasks (eg digital presentation, graphs)
- How to identify the main idea of a source or section of a source
- How to collect information using simple surveys and interviews
- How to determine different points of view in different sources



Scope and Sequence

English

Processes and Strategies

- Strategies for cooperative learning including negotiating roles and tasks and taking turns to speak
- A range of before, during and after listening strategies appropriate to audience and purpose including identifying the purpose for listening and the speaker's topic, seeking explanations or more information by asking questions, and recording ideas in graphic organisers
- Strategies to use before speaking to plan and prepare appropriate to audience including determining purpose and brainstorming ideas
- Ways to consider the opinions of others including identifying the opinion, proposing other relevant viewpoints and extending ideas in a constructive manner
- Ways to ask and respond to questions including inquiry questions to stimulate further exploration and critical analysis

Viewing

Contextual Understandings

- Viewers understand that visual texts are created for different purposes including:
 - to persuade through pamphlets
- Visual texts are created using subject matter that appeals to different audiences

Society and Environment

- How to transfer information from one context to another (eg key words/ phrases)

Processing and Translating: How to process and translate information and develop critical thinking

- To distinguish between fact and fiction (eg media messages)
- How to describe information
- How to present information
- To respect the views of others

Applying and Communicating Findings: How to apply and communicate findings by reflecting on, applying and sharing information with an audience

- How to translate information in a variety of ways
- How to communicate and/or act on findings in a variety of forms
- How findings show personal perspective (eg interests, likes/ dislikes, background, gender)

Active Citizenship

- Identify actions that can be taken, selecting an action to follow, considering how the action may impact on others and their rights



Scope and Sequence

| English | Society and Environment |
|--|--|
| <p>Information and Argument Visual Texts</p> <ul style="list-style-type: none"> • Visual texts usually present a point of view • Viewers can identify differences and similarities in different visual texts on the same topic (eg newspaper articles and television news programs) <p>Conventions</p> <p>Information and Argument Visual Texts</p> <ul style="list-style-type: none"> • Layout and structure of visual texts and the ways they influence meaning including headlines, photographs and captions in a newspaper article, and slogans, brand names, logos, graphics, photographs, text and text size in magazine advertisements • Viewing and thinking strategies for interpreting visual texts including predicting, comparing, connecting, browsing, thinking aloud, monitoring and inferring <p>Reading</p> <p>Contextual Understandings</p> <ul style="list-style-type: none"> • Readers understand that texts are created for different purposes including: <ul style="list-style-type: none"> – to inquire through interviews – to persuade through community campaigns • Readers' interpretations of text are influenced by their own experiences <p>Information and Argument Texts</p> <ul style="list-style-type: none"> • Information texts contain facts and sometimes opinions | <p>Culture</p> <p>Anthropology/History</p> <ul style="list-style-type: none"> • Changes in roles, rights and responsibilities within groups (eg peer groups, school groups, families, community groups) <p>Beliefs and Culture</p> <ul style="list-style-type: none"> • That there are many different reasons we belong to groups (eg purpose, beliefs and values) • That different groups with unique characteristics form communities (eg schools, sporting clubs, cultural and religious groups) • That different cultural groups may have different beliefs, values and practices (eg rites, rituals, celebrations, commemorations) <p>Cohesion and Diversity</p> <ul style="list-style-type: none"> • That groups have written and unwritten rules that guide the behaviour of members (eg class/ school rules, scouts/guides, sports/ games codes of conduct) • That some cultural practices stay the same and some change over time (eg wearing school uniforms, ceremonial costumes) • Ways in which shared values, beliefs and practices help communities resolve conflict and achieve consensus between diverse views |



Scope and Sequence

| English | Society and Environment |
|---|--|
| <ul style="list-style-type: none"> • Readers make inferences about ideas, information and events in texts by relating stated information to personal experience and previous learning • Readers recognise main ideas by identifying who, what, where, when and why <p>Conventions</p> <ul style="list-style-type: none"> • Generic structure and layout of reports and arguments including a general statement or introduction for the topic; a main contention (for arguments); a point, reason or piece of evidence elaborated in each following a paragraph; and a conclusion <p>Processes and Strategies</p> <p>Information Processes – Reading to Learn</p> <ul style="list-style-type: none"> • Strategies for developing focus questions (eg developing questions using the 5Ws: who, what, when, where, why) • Strategies for identifying and defining information needs including brainstorming, clustering, explosion charts, developing focus questions • Strategies for locating information resources relevant to a research task including browsing, asking for help, searching library and other databases and bookmarked websites • Strategies for locating information in a resource including skimming the organisational features of a text using a table of contents, index, headings and captions, and scanning for specific information using keywords. • Strategies for recording information for a specific purpose including note making using lists, flow charts, retrieval charts | <p>Personal, Group and Cultural Identity</p> <ul style="list-style-type: none"> • That identity can be personal, group, and cultural (eg an individual creates a sense of self, sees themselves as part of a group and/or as a member of a particular cultural group) <p>Applying and Communicating Findings</p> <ul style="list-style-type: none"> • To communicate findings in a variety of ways (ICT) (eg oral reports, graphs, models, digital media, written reports, timelines, ICT presentations) • That the findings of others may have a different perspective <p>Time, Continuity and Change</p> <p>Continuity and Change</p> <ul style="list-style-type: none"> • That all communities (eg local, state, national and global) experience change over time <p>Interpretations and Perspectives</p> <ul style="list-style-type: none"> • How other people’s actions and/or views may confirm or change your own view <p>Planning</p> <ul style="list-style-type: none"> • Ways to identify sources that may provide information (eg people, non-fiction texts, photographs, internet sites) |



Scope and Sequence

| English | Society and Environment |
|---|---|
| <ul style="list-style-type: none"> Strategies for sharing information, including deciding which text features to use in a presentation <p>Writing</p> <p>Contextual Understandings</p> <ul style="list-style-type: none"> Writers create texts for different purposes including: <ul style="list-style-type: none"> to describe through reports to instruct through simple instructions to explain through community rules to inquire through letters To persuade through advertisements <p>Information and Argument Texts</p> <ul style="list-style-type: none"> Writers can influence others' opinions Information and argument texts provide a general statement or introduction to the topic which is then developed with a few supporting ideas, explanations, opinions and/or descriptions Writers support personal judgements with a few points or arguments <p>Conventions</p> <p>Grammar</p> <ul style="list-style-type: none"> Linking words (eg first, finally, or) to structure text, link ideas and give reasons Particular adjectives and verbs to express ideas and information positively or negatively <p>Processes and Strategies</p> <ul style="list-style-type: none"> Techniques to organise ideas and information before writing including listing and using graphic organisers (eg KWL, timelines, Y-charts) | <ul style="list-style-type: none"> How to develop focus questions to collect different kinds of information <p>Conducting</p> <ul style="list-style-type: none"> How to use simple surveys and interviews <p>Processing and Translating</p> <ul style="list-style-type: none"> How to select the information that best suits the proposed form of communication <p>Natural and Social Systems</p> <p>Political and Legal Systems</p> <ul style="list-style-type: none"> Ways citizens participate in the political process (eg class or school council elections and voting) Alternate ways people can make amends (rather than a punishment) as a consequence of breaking a rule or law |