

# Shout Out @ School: Year 5 – The school 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 8 of this document.

#### Description

In this year level, students will discuss what they can do in the school environment to contribute to student wellbeing.

The activities in Projects 1 and 2 are designed to encourage students to investigate and design ways to improve and celebrate aspects of the school community for the benefit of all its members.





## Project 1: How healthy is our school?

### Overview

By the completion of this project students will have:

- explored the concept of environmental health
- identified how members of the school community influence environmental health
- selected key environmental health issue/s for improvement
- designed and implemented a plan to improve an area of environmental health.

### Lesson ideas and detail

#### Whole class introduction and discussion

Select one or more of the following activities.

- Identify what environmental health involves through:
  - Concept mapping
  - Brainstorm or mindmap (*First Steps Reading Resource Book, (2nd edn) p 175*)
  - KWL chart (*First Steps Reading Resource Book, (2nd edn) p 176–177*)
  - Think, pair, share (*First Steps Speaking and Listening Resource Book, (2nd edn) p 168–169*)
  - Placemat (see *Stepping Out*).
- Utilising the strategies above, discuss how members of the school community impact on the environmental health of the school (for example, teaching staff, principal, students, gardeners, Parents and Friends Association, student council, the local community). Identify the way they do this (for example, car parking, rubbish disposal, safety, noise levels).
- Investigate any relationship between environmental health issues 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](http://www.sccyp.org.uk/webpages/about_gallery_yp.php).

Discuss:

- How do environmental health needs relate to the Rights of the Child?
- Which of the environmental health issues you are looking at relate to the Rights of the Child?

- Identify some of the areas in which the environmental health of the school could be improved by:
  - using the strategies in steps one and two above
  - developing an explosion chart (*First Steps Reading Resource Book, (2nd edn) p 176*)
  - creating an ideas box.
- Select the top three environmental health issues in the school and display in class.

### **Group/pair work research tasks (analysis and synthesis of information)**

Select one or more of the following activities.

- Create a structured overview to plan what further information needs to be gathered about one of the top three environmental health issues identified by the class, from where and how the information will be recorded (*First Steps Reading Resource Book, (2nd edn) p 179–180*).
- Design and conduct interviews with members of the school community to determine their awareness, knowledge and understanding of one of the three issues identified (*First Steps Speaking and Listening Resource Book, (2nd edn) p 76–79*).
- Create quiz questions about one of the three issues identified and distribute to other classrooms as a way of determining awareness, knowledge and understanding (*First Steps Reading Resource Book, (2nd edn) p 177–178*).
- Write letters of inquiry seeking information, advice and/or sponsorship to local community representatives (for example, businesses, local government) involved in one of the three issues identified (*First Steps Writing Resource Book, (2nd edn) p 83–92*).
- Conduct an internet search to find out about what other schools and youth agencies (for example, Millennium Kids, YACWA, Office for Youth) have done about one of the three issues identified.

### **Engaging with your community**

Select one or more of the following activities.

- Deliver group presentations to the class (identifying what, where, when, who, how, and why) about one of the three environmental health issues identified.
- Invite people/representatives from the school and local community with an interest in your project to an information session.
- Group/class presentations at school assembly.

### **Whole class extension project**

- Conduct a class vote to decide on which one of the three environmental issues to address as a class. Discussions should focus on what is achievable.
- Design a plan of action to address the selected issue, for example:
  - who needs to be involved, what resources/help will be needed, how to share the tasks, how much time it will take.
- Prepare approaches (letters, presentations) to local business(es) and other agencies that may be able to assist with implementing the plan.
- Discuss how the plan can be checked later to see if it made a positive difference.
- Work together to implement the plan of action.
- Report on the outcomes of the project to the groups above ('Engaging with your community').
- Celebrate the achievement.



## Project 2: Celebrating a 'special day'

### Overview

By the completion of this project, students will have:

- identified some of the 'special days' celebrated by the school and local community
- selected a focus for a special day to be celebrated by a section of, or all, of the students in their school
- planned and implemented the special day
- reported on the outcomes.

### Lesson ideas and detail

#### Whole class introduction and discussion

Select one or more of the following activities.

- Identify some of the special days that are celebrated:
  - by the school (for example, Anzac Day)
  - by the local community (for example, Arbour Day)
  - by the state (for example, Foundation Day)
  - by the nation (for example, Remembrance Day, Anzac Day, Red Nose Day, Clean Up Australia Day, Harmony Day)
  - around the world (for example, International Children's Day).
- Identify the reasons why these days are considered special, including their history and significance.
- Identify what makes each day successful. This may include: that people have fun, discuss the reason for the day, learn about/promote the issue, get involved in ways to address the issue, raise money to tackle the issue.
- Use one or more of the following steps to identify some issues in the school community that would benefit from a day of promotion or activity:
  - Brainstorm or mindmap (*First Steps Reading Resource Book, (2nd edn) p 175*)
  - KWL chart (*First Steps Reading Resource Book, (2nd edn) p 176–177*)
  - Think, pair, share (*First Steps Speaking and Listening Resource Book, (2nd edn) p 168–169*)
  - Placemat (*Stepping Out*).

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

Select one or more of the following activities.

- Decide on the type of special day you will create, for example: rights of the child day, have-a-say day, planting day, cooking with vegetables day, make new friends day.
- Identify the benefits of the day.
- Identify how hosting a special day will help support/address the issue.
- Identify why supporting/addressing the issue in the school community is a good thing to do.
- Investigate what is required to:
  - get permission to host a special day at school
  - promote the day
  - carry out the day.
- Write a proposal (Microsoft® PowerPoint®, oral, written, illustrated) for the special day you have created.

### **Engaging with your community**

Select one or more of the following activities.

- Deliver presentations to the class providing information about the proposed special day, aimed at persuading students to support/vote for the suggestion.
- Class voting to decide on which special day(s) to present to the school principal, school assembly and the Parents and Friends Association.
- Develop and deliver presentations at school assembly, aimed at persuading students and staff to get involved in and support the special day.

### **Whole class extension project**

- School voting to decide on which special day to present to the school principal and the Parents and Friends Association for their approval:
  - letter to inform the school community of the celebration day and its purpose (*First Steps Writing Resource Book, (2nd edn) p 74–82*)
  - letter to persuade the school community, printed in the school newsletter, why they should be involved in the celebration day (*First Steps Writing Resource Book, (2nd edn) p 103–115*).
- Develop an action plan for the special day, 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 the role of fundraising (5Ws and an H, question web: *First Steps Reading Resource Book, (2nd edn) p 178*).



- Prepare approaches (letters, presentations) to local business(es) and other agencies that may be able to assist with implementing the plan:
  - letter to inquire from local business if they can assist your celebration day in any way (*First Steps Writing Resource Book, (2nd edn) p 83–92*)
  - letter to inquire about a considered charity (*First Steps Writing Resource Book, (2nd edn) p 83–92*).
- Develop a poster and other materials to promote the special day.
- Work together to organise and host the special day.
- Report on the outcomes of the project.
- 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](http://www.ccyp.wa.gov.au) – click on the Shout Out link). These will be displayed on the Shout Out @ School page.**

### **Resources**

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.

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](mailto:info@stepspd.com.au) or [www.stepspd.com](http://www.stepspd.com)

[www.ccyp.wa.gov.au](http://www.ccyp.wa.gov.au)

[www.millenniumkids.com.au](http://www.millenniumkids.com.au)



## 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
- Language features of different spoken texts using emotive language to persuade in an advertisement
- 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

- To reflect on current understandings of a topic (eg KWL chart)
- To design a range of questions suited to the purpose of the investigation (eg using focus questions)
- Ways to gather information from sources

##### Conducting: How to locate sources, organise and select information

- How to gather relevant information from newspapers, magazines, websites
- To use ICT to represent ideas and create responses to problems and tasks
- To identify the main ideas and supporting ideas
- To collect information using simple surveys and interviews
- To transfer information from one context to another (eg persuasion map, spider map)



## Scope and Sequence

English	Society and Environment
<p><b>Processes and Strategies</b></p> <ul style="list-style-type: none"> <li>Strategies for cooperative learning including negotiating roles and tasks and taking turns to speak</li> <li>Strategies to use before speaking to plan and prepare appropriate to audience including determining purpose and brainstorming ideas</li> <li>Ways to consider the opinions of others including identifying the opinion, proposing other relevant viewpoints and extending ideas in a constructive manner</li> <li>Ways to ask and respond to questions, including inquiry questions, to stimulate further exploration and critical analysis</li> </ul> <p><b>Viewing</b></p> <p><b>Contextual Understandings</b></p> <ul style="list-style-type: none"> <li>Viewers understand that visual texts are created for different purposes including:               <ul style="list-style-type: none"> <li>to instruct through community posters</li> <li>to persuade through a storyboard for a magazine advertisement</li> </ul> </li> </ul> <p><b>Information and Argument Visual Texts</b></p> <ul style="list-style-type: none"> <li>Visual texts usually present a point of view</li> <li>Viewers identify how a person or event is represented in a particular way</li> </ul> <p><b>Reading</b></p> <p><b>Contextual Understandings</b></p> <ul style="list-style-type: none"> <li>Readers understand that texts are created for different purposes including:</li> </ul>	<p><b>Processing and Translating: How to process and translate information and develop critical thinking</b></p> <ul style="list-style-type: none"> <li>How to review information</li> <li>Ways to present information (eg for a particular audience)</li> </ul> <p><b>Applying and Communicating Findings: How to apply and communicate findings by reflecting on, applying and sharing information with an audience</b></p> <ul style="list-style-type: none"> <li>To communicate findings in a variety of forms</li> <li>To communicate and/or act on findings in different ways</li> <li>That the findings of others may have a different perspective</li> </ul> <p><b>Active Citizenship</b></p> <ul style="list-style-type: none"> <li>Identify actions that can be taken, selecting an action to follow, considering how the action may impact on others and their rights</li> </ul> <p><b>Place and Space</b></p> <p><b>Features of Places</b></p> <ul style="list-style-type: none"> <li>That human activity or modification to the environment have different impacts on the place</li> </ul> <p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>How the natural features of a landscape influence how people use it, why people live there and how many people can be supported</li> </ul>



## Scope and Sequence

English	Society and Environment
<ul style="list-style-type: none"> <li>- to inquire through interviews</li> <li>- to persuade through community campaigns</li> <li>• Readers' interpretations of text are influenced by their own experiences</li> <li>• Readers identify how a person or event may be represented in a particular way</li> </ul> <p><b>Information and Argument Texts</b></p> <ul style="list-style-type: none"> <li>• Readers make inferences about ideas, information and events in texts by relating stated information to personal experience and previous learning</li> </ul> <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>• 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 paragraph; and a conclusion</li> </ul> <p><b>Processes and Strategies</b></p> <p><b>Information Processes – Reading to Learn</b></p> <ul style="list-style-type: none"> <li>• Strategies for developing focus questions</li> <li>• Strategies for identifying and defining information needs including brainstorming, clustering, explosion charts, developing focus questions</li> <li>• Strategies for locating information resources relevant to a research task, including browsing, asking for help, searching library and other databases and bookmarked websites</li> <li>• Strategies for processing and organising information for a specific purpose including identifying gaps in information</li> <li>• Strategies for sharing information including deciding which text features to use in a presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Ways peoples' activities may impact on the landscape in unplanned ways</li> </ul> <p><b>Care of Places</b></p> <ul style="list-style-type: none"> <li>• That an individual's values are reflected in their views about the importance of a particular environment</li> <li>• The reasons people may care for particular places in different ways</li> <li>• The purpose and activities of major groups that care for the wider environment</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• How to link prior knowledge to what has changed (eg KWL chart, 'Think-Pair-Share')</li> </ul> <p><b>Processing and Translating</b></p> <ul style="list-style-type: none"> <li>• To evaluate information to ensure it is complete</li> </ul> <p><b>Applying and Communicating Findings</b></p> <ul style="list-style-type: none"> <li>• To communicate findings in a variety of ways (eg oral reports, ICT, graphs, models, written reports)</li> <li>• Ways to identify the implications of findings</li> </ul> <p><b>Active Citizenship</b></p> <ul style="list-style-type: none"> <li>• Actions to conserve resources and care for the environment</li> <li>• Actions to preserve resources and protect environments</li> </ul>



## Scope and Sequence

### English

#### Writing

##### Contextual Understandings

- Writers create texts for different purposes including:
  - to explain through research findings
  - to inquire through interview questions
  - to persuade through brochures

##### Information and Argument Texts

- 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

##### Processes and Strategies

- Techniques to organise ideas and information before writing, including listing and using graphic organisers

### Society and Environment

- Actions to care for the natural environment
- The right to enjoy the environment is linked to responsibility not to damage it