

# Shout Out @ School: Year 6 – The local 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 identify the type and purpose of volunteer groups in their local community (surrounding suburbs). Students will research volunteering as a mechanism for community engagement and positive change.

The activities in Projects 1 and 2 encourage students to identify an issue/volunteer group in their local community that requires support (promotion, acknowledgement or participation) and to design and implement strategies to deliver this support.





## Project 1: Volunteering and our local community

### Overview

By the completion of this project, students will have:

- conducted and collated research to identify the types of volunteer organisations in their local community
- discussed and formed an understanding of the purpose of volunteering
- identified and presented information about an issue/volunteer group they consider requires support
- designed and implemented strategies to deliver this support.

### Lesson ideas and detail

#### Whole class introduction and discussion

Select one or more of the following activities.

- Brainstorm or mindmap the different volunteer groups in your local area (*First Steps Reading Resource Book, (2nd edn) p 175*).
- Use a KWL chart to identify volunteer groups in your local area and their key roles (*First Steps Reading Resource Book, (2nd edn) p 176–177*).
- Select relevant articles from the local newspaper and discuss what needs might be addressed by local volunteer groups (*First Steps Reading Resource Book, (2nd edn) p 68*).
- T-chart volunteer groups and the needs/wants of children in the local community.
- View a short video clip (eg Google™ video search: *The UN Convention on the Rights of the Child*) to initiate discussion on rights. Provide the students with focus questions prior to watching the video clip (*First Steps Reading Resource Book, (2nd edn) p 68; Stepping Out: discussion*).
- Use *Six Thinking Hats* (de Bono, 1992) to analyse a given local volunteer organisation.

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

Select one or more of the following activities.

- Collect reference material (for example, newspapers, magazines, flyers, advertisements) to identify local volunteer groups and their activities. Share the list of volunteer organisations with the group. Add this information to the class brainstorm/mindmap.
- Got to [www.volunteeringaustralia.org](http://www.volunteeringaustralia.org) to find local volunteer organisations. Find out what is involved in volunteering.

- Decide on categories to sort the groups (for example, environment, personal support, community support, sporting).
- Conduct web-searches to match the individual UN Rights of the Child (*CCYP Scotland* follow the tabs: Your rights – UNCRC Illustrations Gallery – Children’s Version) with the issues addressed by the different volunteer organisations in your local area.
- Select three of the volunteer organisations for the group to find out more about them. This decision could be based on criteria such as:
  - the role of the organisation – ie what services it provides
  - if it helps deliver on particular right(s) of the child
  - familiarity with the organisation
  - relevance to needs identified in whole class exercise.
- Design research questions to analyse the chosen organisations (eg 5Ws and an H, question web – *First Steps Reading Resource Book, (2nd edn) p 178–179*). Key questions should focus on:
  - how children in the local community are able to contribute or get involved
  - how the services/activities of the chosen group might correlate with the rights of the child.
- Determine where/how to find the information required to carry out the research (eg internet, letter, interview – *First Steps Writing Resource Book, (2nd edn) p 83–92; Stepping Out: interview*).
- Students select and complete one or a combination of the presentation choices (Microsoft® PowerPoint®, letter, poster, verbal) outlining why their selected volunteer group should be given better consideration.

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

Select one or more of the following activities.

- Select one of the three organisations of most interest/importance for further research. Justify the rankings. (*First Steps Writing Resource Book, (2nd edn) p 34–35* explanation of ranking; *p 91* rating scales)
- Conduct research (eg internet, letter, interview – *First Steps Reading Resource Book, (2nd edn) p 183–186; Stepping Out: interview*).
- Share research findings with group. Convince the group why the organisation has an important role to play (*First Steps Writing Resource Book, (2nd edn) p 74–82, 103–115*).
- Students select and complete one, or a combination, of the presentation choices (Microsoft® PowerPoint®, letter, poster, verbal) outlining why their selected volunteer group should be given better consideration.



## Engaging with your community

Select one or more of the following activities.

- Q & A session – each student to make a presentation and contribute to a class discussion about the volunteer group they have researched, including the following.
  - What does the group do? How does it assist/support/enrich the community/ children in the community?
  - Who makes up its membership? What is the ‘management’ structure? For example, does it have a president, a secretary? Who runs it? How?
  - Why is the group important to the student/community?
  - How could someone contact the group and/or get involved?
  - What are some of the benefits of getting involved in volunteering? How much time/ cost might be involved?
- Provide avenues for the students to share their research/presentations with the wider community, for example:
  - present findings at the school assembly
  - invite members of the chosen organisations to visit, and present an information session to them
  - draft an article about your project for the Commissioner for Children and Young People WA’s website and submit it via Shout Out @ School ([www.ccyp.wa.gov.au](http://www.ccyp.wa.gov.au)).

## Whole class extension project

- Investigate and select ways individual students, and/or the whole class, can become involved more closely in a volunteer organisation.
- Using the information that has been developed (research and analysis tasks) decide how the class can best work with the group. For example: promotion of a specific need at school or in the community, fundraising, running a survey to see what kids think (this may help the volunteer group decide what to do) or write to the volunteer group with some ideas and see which one they would find most useful.
- Design a plan of action, for example:
  - who needs to be involved, what resources/help will be needed, how to share the tasks, how much time it will take.
- 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: Making a promotional video

### Overview

By the completion of this project, students will have:

- created a video clip to promote awareness of the role that a volunteer organisation/s plays in their local community
- shared the clip with the class, representatives from the organisation/s and/or other people with an interest in attending the classroom viewing.

### Lesson ideas and detail

#### Whole class introduction and discussion

Select one or more of the following activities.

- As above (Project 1).
- Research and view video clips relating to the rights of the child (Google™ video search 'rights of the child').
- Brainstorm/mindmap techniques used to portray a clear, strong message.

#### Pair work research tasks (analysis and synthesis of information)

Select one or more of the following activities.

- Using the references collected (for example, local newspapers, magazines, flyers, advertisements, internet video clips), share a list of organisations with a partner. Add this information to the class brainstorm/mindmap.
- Select one of the volunteer organisations to find out more about. This decision could be based on:
  - the role of the organisation – ie what services it provides
  - how the services/activities of the chosen organisation might relate to some important right(s) of the child
  - familiarity with the organisation.
- Design research questions to analyse the chosen organisation (for example 5Ws and an H – *First Steps Reading Resource Book, (2nd edn) p 178*). Key questions should focus on:
  - how children in the local community are encouraged to speak up on issues that are of interest and importance to them
  - how the chosen group addresses the rights of children in the community.
- Write a letter to the organisation requesting an interview to learn more about their role in the community (*First Steps Writing Resource Book, (2nd edn) p 83–92*).

- Prepare interview questions to ask the organisation in order to learn more about their role in the community (*First Steps Writing Resource Book, (2nd edn) p 83–92; Stepping Out: interview*).
- Conduct an interview with the organisation’s representative.
- Write a short animated scene to inform the viewer about your chosen organisation, including who, where, when, why, what and how. (See ‘devices used by illustrators and designers’ – *First Steps Writing Resource Book, (2nd edn) p 149–150*).
- Get help on how to film your video clip via internet resources (for example: claymation, stickman).

### Engaging with your community

Select one or more of the following activities.

- Q & A session – each student/pair presents their video clip and contributes to a class discussion about the volunteer group they have researched, including:
  - what the group does and how it assists/supports/enriches the community
  - who makes up its membership, what the ‘management’ structure is (for example, if it has a president, secretary, who runs it and how)
  - what the benefits are of getting involved
  - why the group is important to the student/other children in their community
  - how to contact the group
  - how much time/cost would be involved in participating as a volunteer.
- Provide avenues for the students to share their presentations with the wider community, for example:
  - present at school assembly to inform the school community
  - edit individual clips together into one video which outlines most of the volunteer organisations in your community. Write and film an introduction to the longer video. Contact the local library to see if they would be interested in using it as a community resource. Investigate other ways to make this information available to the community.
  - invite members of the chosen organisations to visit, and present an information session to them
  - draft an article about your project for the Commissioner for Children and Young People WA’s website and submit it via Shout Out @ School ([www.ccyp.wa.gov.au](http://www.ccyp.wa.gov.au)).

### Whole class extension project

- Identify a need in the local community that is not being addressed by any volunteer organisation.
- Write a proposal outlining:
  - what that need is
  - why it isn’t currently being addressed in the local community
  - what would be required to address it
  - how it would assist/support/enrich the community
  - what personnel and resources would be required
  - why you believe it is important to your local community.

- Report findings to the wider community (see 'Engaging with your community' above).
- Invite relevant community representatives to visit and present an information session.
- Draft an article about your project for the Commissioner for Children and Young People WA's website and submit it via Shout Out @ School ([www.cyp.wa.gov.au](http://www.cyp.wa.gov.au)).

**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](http://www.cyp.wa.gov.au) – click on the Shout Out link). These will be displayed on the Shout Out @ School page.**

### **Resources**

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.cyp.wa.gov.au](http://www.cyp.wa.gov.au)

[www.sccyp.org.uk/webpages/cypr.php](http://www.sccyp.org.uk/webpages/cypr.php)

Suggestions for local volunteer organisations to research:

- Bushland or wetland care groups
- Junior sport clubs
- Community toy or book libraries
- Senior care
- Animal refuges – injured native animals or discarded pets
- Migrant and refugee organisations
- Parents and Friends Associations
- Fire and emergency services
- Youth Advisory Councils



## Scope and Sequence

### English

#### Listening and Speaking

##### Contextual Understandings

- Speakers and listeners interact in different ways depending on the context and purpose including:
  - to describe through retelling the class about an event reported in the evening news
  - to persuade through providing a strong argument for or against a particular point of view in a debate
- Discussions and conversations provide opportunities to explore and consider ideas and issues, advance opinions, and influence and persuade others to a point of view
- Speakers identify main issues of the topic and provide arguments, which may compare and contrast viewpoints and include some supporting details and evidence in discussions and presentations

##### Conventions

- Generic structure of prepared and spontaneous discussions, oral presentations, meetings and debates

##### Processes and Strategies

- Strategies for cooperative learning including providing opportunities for everyone to speak and reaching shared decisions
- Strategies to use before speaking to plan and rehearse appropriate to audience and purpose including making notes, using mind maps, tables, surveys and data, and talking to others

### Society and Environment

#### Investigation, Communication and Participation

##### Planning: Preparing for an investigation

- Ways to reflect on current understandings of a topic (eg using graphic organisers for brainstorming, concept maps)
- To identify factors to be considered
- How to devise a range of questions
- Ways to gather information from a range of sources (eg fiction, non-fiction texts, audio-visual, interviews, websites)
- To search, select and organise information and/or data using ICT

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

- How to use electronic navigation tools such as hyperlinked text and objects, navigation buttons, site maps
- How to identify key ideas from a variety of sources
- How to interrogate sources for the views that they represent
- How to record information using a variety of formats



## Scope and Sequence

### English

- Ways to compare and contrast opinions expressed by others including questioning, justifying and advancing their own opinions to influence and persuade others to a point of view
- Ways to ask and respond to questions including probing questions to clarify ambiguity; speculative questions to consider other possibilities and evaluative questions to reflect on the significance of personal experiences or events presented in succinct accounts

### Viewing

#### Contextual Understandings

- Viewers understand that visual texts are created for different purposes including:
  - to instruct through symbols in educational DVD programs
  - to persuade through selecting or omitting television footage to present a point of view in a news story
- Visual texts are created using subject matter that appeals to target audiences

#### Information and Argument Visual Texts

- Visual argument texts require a position supported by a line of reasoning
- Aspects of subject matter are selected to appeal to, and influence, different groups of viewers
- Viewers compare information and ideas in different visual texts to identify the different emphases, and the influence of these on their own perceptions

### Society and Environment

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

- To interpret a variety of sources
- Ways to make comparisons between information sources
- To make links between elements and describe cause–effect relationships
- How to draw simple inferences from information gathered
- Ways to present information (eg to persuade or support a particular point of view)
- To acknowledge and 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 transfer skills and knowledge of investigation, and communicate findings in a variety of forms (eg oral or written reports, graphs, models, debates, dramatisations, music/songs, digital media)
- That findings from investigations can lead to the need for further investigation
- That findings may include different perspectives



## Scope and Sequence

### English

- Written, visual, spoken and auditory conventions are chosen to appeal to different groups
- Viewers establish when a person, event or issue is newsworthy in a report
- Creators of visual texts use their assumptions about target audiences to engage their interest and attention

#### Conventions

##### Information and Argument Visual Texts

- Layout and structure of visual texts and the ways they influence meaning including lighting, background images, shot types, body language, appearance and inside/outside broadcast in television interviews

#### Reading

##### Contextual Understandings

- Readers understand that texts are created for different purposes including:
  - to describe through explanations
  - to instruct through procedures
  - to explain through survey results
  - to inquire through questionnaires
  - to persuade through letters to the editor
- Readers' interpretations of text are influenced by their experiences and by the knowledge and values of the groups to which they belong
- Readers draw on their knowledge, experience and values to make judgements of, and responses to, the portrayal of people and events

### Society and Environment

#### Active Citizenship

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

#### Resources

##### People and Work

- How work provides benefits to the worker (eg learn new skills, meet different people, exercise, create friendships, personal pride, self-worth, personal wealth)
- How workplaces provide varying roles and responsibilities for workers
- That knowledge and skills can be transferred to another job, work position or profession

#### Planning

- To use a range of questions specific to the identification and use of resources
- To use a range of questions specific to the workplace

#### Conducting

- To extract information (eg the different words for resources and the workplace that will be used in content lists, web searches or indexes)



## Scope and Sequence

English	Society and Environment
<p><b>Information and Argument Texts</b></p> <ul style="list-style-type: none"> <li>Information texts sometimes contain the writer’s opinions and can be identified and challenged by the reader</li> <li>Argument texts require a position supported by a line of reasoning</li> <li>Aspects of subject matter are selected to appeal to, and influence, different groups of readers</li> <li>Readers identify the position in an argument and the key points and evidence supporting the argument</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 independently developing focus questions</li> <li>Strategies for identifying and defining information needs including structured overviews, question web, KWL chart</li> <li>Strategies for locating information in a resource including scanning for key words and main ideas that support the purpose for reading and answer focus questions</li> <li>Strategies for processing and organising information for a specific purpose including critically reflecting on the information and deciding whether it fulfils the requirements of the task</li> <li>Strategies for sharing information including deciding which mode of presentation (printed, visual or oral) would be most effective in getting the information across to the audience</li> </ul>	<p><b>Applying and Communicating Findings</b></p> <ul style="list-style-type: none"> <li>How to use findings to support consumer decisions</li> </ul>





**English**

**Society and Environment**

**Context: Writing**

**Contextual Understandings**

- Writers create texts for different purposes including:
  - to inquire through surveys within the class for an investigation
  - to persuade through letters to the editor

**Information and Argument Texts**

- Writers can select ideas and information to support their position or purpose, and to appeal to, or suit, different audiences
- Information texts provide an introduction that outlines the scope of the topic, which is then developed with ideas, descriptions, opinions and/or explanations that are logically organised
- Writers provide an introduction that states a position, logical supporting arguments that may include some details or evidence, and a conclusion that restates the position in argument texts

**Processes and Strategies**

- Writing processes including planning by brainstorming concepts and vocabulary, discussing ideas and preparing a plan or structured overview before writing; drafting and reviewing
- Techniques to organise ideas and information before writing including brainstorming, concept mapping, listing and selecting graphic organisers that suit the purpose