

Shout Out @ School: Year 7 – Stand up and be heard!



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 10 of this document.

Description

In this year level, students will research and engage with Western Australian organisations which encourage children and young people to 'have a say' on issues that affect them.

Project 1 encourages students to explore the concept of 'having a say' by identifying, researching and reporting on some of the not-for-profit, government and private sector organisations which engage children and young people from across the state in their activities. Project 2 supports students to 'stand up and be heard' by identifying, researching and making recommendations about an environmental issue of concern to a relevant organisation. A combined whole class extension activity is also provided.





Project 1: Have a say

Overview

By the completion of this project, students will have:

- identified three WA organisations which encourage children and young people to 'have a say' about issues that affect them
- researched the type of issue/s addressed by these organisations
- investigated how these organisations engage children and young people from around the state in their activities
- explored how children and young people benefit from being involved with the organisations
- developed a presentation for children and young people about having a say on/ getting involved in an issue of relevance (to the class/student) via one or more of the organisations.

Lesson ideas and detail

Whole class introduction and discussion

Select one or more of the following activities.

- Explore why it is important for children and young people to have a say on issues that affect them (for example, ensuring adequate care and protection of vulnerable citizens, targeting service provision, informing policy directions, supporting our future).
- Discuss the role of children and young people as citizens (refer to the UN Convention on the Rights of the Child).
- Research the role of the Commissioner for Children and Young People WA.
 - Who is the Commissioner? (www.ccyp.wa.gov.au – About the Commissioner)
 - What is the Commissioner's role? (www.ccyp.wa.gov.au – The role of the Commissioner)
 - What are some of the Commissioner's priorities? (www.ccyp.wa.gov.au – What's the Commissioner doing?/Areas of action)
 - Identify some of the issues the Commissioner has been involved in around the state. (www.ccyp.wa.gov.au – What's the Commissioner doing?)
 - Explore how the Commissioner works with children and young people. (www.ccyp.wa.gov.au – What's the Commissioner doing?/Areas of action/ Participation)
- Conduct an internet search on agencies which encourage children and young people to 'have a say' (for example, Millennium Kids, YACWA, Office for Youth).
- Invite speakers from relevant organisations to present to the class on the ways that they engage with children and young people, why they think it's important, and what has been achieved as a result of their participation.

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

Select one or more of the following activities.

- Select three organisations which encourage children and young people to ‘have a say’ about issues affecting them.
- Design research questions to help focus the study of the relevant organisations (*reference – 5Ws and an H, question web – First Steps Reading Resource Book, (2nd edn) p 178–179*), for example:
 - What is the purpose of the organisation?
 - What are some of the important areas it has worked on/is working on?
 - How does it engage with children and young people from around the state?
 - What are some of the ways that children and young people ‘have a say’ via the organisation?
 - What are some of the things that have been achieved as a result?
- Building on the whole class exercise, identify an issue/s that the student/class might think important enough to ‘have a say’ about via these organisations. Use one, or more, of the following strategies:
 - Brainstorm (*First Steps Reading Resource Book, (2nd edn) p 175*)
 - Mindmap
 - KWL chart (*First Steps Reading Resource Book, (2nd edn) p 176–177*).
- Use *Six Thinking Hats* (de Bono, 1992) to analyse the information viewed/read about the topic.
- Evaluate resources to determine reliability and credibility.
- Create bibliography of resources used.
- Note taking (recording key information) and note making (recording responses to text) using one or more of the following strategies:
 - Take away (*First Steps Reading Resource Book, (2nd edn) p 187–188*)
 - Pick, pair, share (*First Steps Reading Resource Book, (2nd edn) p 188*)
 - Visualise and note-take (*First Steps Reading Resource Book, (2nd edn) p 188–189*)
 - Oral note taking frameworks (*Stepping Out*)
 - Planning for note taking (*Stepping Out*).
- Select and prepare one or a combination of the presentation choices (Microsoft® PowerPoint®, letter, poster, verbal) outlining why and how the pair/group/class should ‘have a say’ on their selected issue via the identified organisations.

Engaging with your community

Select one or more of the following activities.

- Q & A session – Through the chosen product, each group/pair to provide the class audience with the following information about the community organisations/issue they have researched:
 - what each organisation does and how it works with children and young people
 - what children and young people have achieved through engaging with the organisations.

Students recommend issues of concern which could be raised with each of the organisations and comment on how this would benefit the students/class.

- Provide avenues for the students to share their findings with the school and the wider community, for example:
 - present at school assembly to inform the school community about the organisations/issues
 - invite members of the relevant organisations to an information presentation at school
 - write to the local newspaper detailing the research, findings and recommendations
 - 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).



Project 2: Stand up and be heard!

Overview

By the completion of this project, students will have:

- identified an environmental issue of concern
- researched the issue and identified the communities/groups around WA that it affects
- explored the groups involved in the issue – for example, legal and administrative factors (government), development interests (private sector)
- investigated the views of various sectors of the local community on the issue, for example:
 - Indigenous groups
 - school students
 - seniors
 - community organisations (sporting groups, clubs etc)
 - environmental groups
- identified organisations via which students could 'have a say' about the issue (for example, Millennium Kids, YACWA, CCYP, Office for Youth)
- developed a presentation on the issue, the various points of view of communities/groups involved and provided recommendations for measures that could be taken to successfully address the issue, including information on how to become actively involved.

Lesson ideas and detail

Whole class introduction and discussion

Select one or more of the following activities.

- Identify some of the environmental issues in the local area, for example:
 - water pollution
 - soil erosion
 - wildlife habitats
 - non-native animals/pests
 - air quality
 - flora.

- Organise excursions to specific sites relevant to the issue, for example:
 - waterways
 - catchment areas
 - sand dunes
 - national parks
 - a zoo
 - a museum.
- Discuss the notion that different groups around the state will have different views on the issue of concern, for example:
 - local government – <http://www.alga.asn.au> – follow tabs ‘links’, ‘councils on the web’
<http://www.alga.asn.au> – follow tabs ‘links’, ‘local government associations’
 - state authorities (Department of Planning and Infrastructure, Department of Local Government and Regional Development, Department of Indigenous Affairs, Department of Environment and Conservation, WA Museum)
 - Indigenous groups
 - environmental groups.
- Invite speakers from the various groups involved in, or affected by, the issue to provide information to the class about their views.
- View documentaries about the issue (internet video search engine), for example, greenhouse gases, salinity, wetlands.
- Identify some of the organisations that encourage children and young people to ‘have a say’ about environmental issues affecting them, using one or more of the following strategies:
 - Internet search (Millennium Kids, YACWA, Office of Youth, CCYP)
 - Brainstorm (*First Steps Reading Resource Book, (2nd edn) p 175*)
 - Mindmap
 - KWL chart (*First Steps Reading Resource Book, (2nd edn) p 176–177*)
 - Review local/state news stories.

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

Select one or more of the following activities.

- Design research questions to help focus the study around a *specific environmental issue* (5 Ws and an H, question web – *First Steps Reading Resource Book, (2nd edn) p 178–179*), for example:
 - How well known is this issue?
 - Are many people in the state involved in/affected by this issue?
 - How are children and young people involved in/affected by this issue?
 - What has been achieved by children and young people’s involvement?
 - What are some of the different groups around the state that may have a view about this issue?
 - What strategies have been implemented to address this issue?

- Interview/survey relevant people/groups to gain different perspectives on the issue of concern, for example:
 - Indigenous groups
 - local government bodies
 - the business community.
- Design research questions to help focus the study around a specific organisation involved in the environmental issue (5 Ws and an H, question web – *First Steps Reading Resource Book, (2nd edn) p 178–179*), for example:
 - What has the organisation said/done about the issue?
 - Does it work with children and young people? If not, how could children and young people best approach the organisation to express their views/get involved?
 - What have children and young people achieved, or what could they achieve through engaging with the organisation?
 - Recommend how the issue of concern could be raised with this organisation, the intended outcome and how this would benefit the class/local community/other children and young people around the state.
- Use *Six Thinking Hats* (de Bono, 1992) to analyse the information viewed/read about the topic.
- Evaluate resources to determine reliability and credibility.
- Create bibliography of resources used.
- Note taking (recording key information) and note making (recording responses to text) using one or more of the following strategies:
 - Take away (*First Steps Reading Resource Book, (2nd edn) p 187–188*)
 - Pick, pair, share (*First Steps Reading Resource Book, (2nd edn) p 188*)
 - Visualise and note-take (*First Steps Reading Resource Book, (2nd edn) p 188–189*)
 - Oral note taking frameworks (*Stepping Out*)
 - Planning for note taking (*Stepping Out*).
- Select and prepare one, or a combination, of the presentation choices (Microsoft® PowerPoint®, storyboard, issues-based advertisement, poster, verbal) outlining why and how the pair/group/class should ‘stand up and be heard’ on their selected issue via the identified organisation.

Engaging with your community

Select one or more of the following activities.

- Q & A session – Through the chosen presentation, each group/pair to provide the class audience with the following information about the environmental issue and the organisation they have researched, detailing:
 - what the issue is about and what has been done in the past to address it
 - what the views are of different groups affected by the issue
 - how children and young people are affected by the issue
 - what steps could be taken to address the issue



- how children and young people could engage with the organisation to address the issue
- the benefits to those involved/children and young people around the state.
- Provide avenues for the students to share their findings with the school and the wider community, for example:
 - present at school assembly to inform the school community about the organisation/issue
 - invite members of the organisation/groups affected by the issue to an information presentation at school
 - write to local/state newspapers detailing the research, findings and recommendations
 - write a letter to the organisation of interest about the project, making a recommendation for further action
 - submit information about the project and recommendations to the local government authority
 - 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.cryp.wa.gov.au).

Projects 1 and 2: Whole class extension project

- Investigate and select ways in which individual students, and/or the whole class, can become involved more closely in an issue/organisation which affects them.
- Using the information that has been developed (research and analysis tasks), decide how the class can best work with the organisation/issue (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 group decide what to do about an issue) or write to the organisation 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.

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.cryp.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.

Stepping Out

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 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 or visit their website www.stepspd.com.)

Note: A range of strategies are incorporated within this text.

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

www.cyp.wa.gov.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 an oral presentation by a visiting speaker
 - 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
- Speakers engage the interests and attention of their listeners by using their assumptions about the characteristics of listeners

Conventions

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

Society and Environment

Investigation, Communication and Participation

Planning: Preparing for an investigation

- To reflect on current understandings of a topic (eg devising own brainstorms, concept maps)
- How to negotiate an investigation, decide appropriate sources and data, and record observations
- How to develop questions suited to the purpose of the investigation (eg using three levels of questioning, *Six Thinking Hats* (de Bono, 1992))
- To reflect on the topic, and make predictions of possible findings and outcomes
- Ways to gather information from a range of sources (eg primary and secondary sources)
- To use ICT to manage the inquiry process, to prepare and monitor plans, to identify inquiry questions and in determining information or data requirements
- To plan using appropriate graphic organisers
- To identify and use ethical protocols and processes

Conducting: How to locate sources, organise and select information

- To identify specific factors that indicate accuracy or currency of a source



Scope and Sequence

English

- Vocabulary, including words to indicate degrees of certainty (eg *must, may*), verbs, adjectives and evaluative nouns (eg *disaster, miracle*) to express opinions and to portray people, places, events and things in ways that appeal to certain groups

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
- 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
- Strategies to use after speaking, including analysing and critically evaluating their speaking and setting goals for improvement
- Forms of questioning 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

Society and Environment

- To select relevant information from primary and secondary sources
- To use a variety of search engines to locate information and data relevant to investigations
- To disregard information that is not useful in the investigation
- To determine techniques of persuasion and stereotyping in a variety of texts and media
- Ways to record information that includes conflicting ideas and/or views from different sources
- To transfer information from one context to another
- To use different record formats (eg Venn diagrams, Series-of-Events chain, Bridging Snapshots, matrix, Persuasion map, time-order chart)
- Ways to refine an investigation

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

- To interpret pictorial information (eg by recognising techniques of persuasion, identifying different points of view and bias)
- How to identify point of view
- To use a table to identify the topic or purpose or other identifying data
- To describe, compare and contrast evidence, events, features and patterns using relevant/specific terminology
- To draw simple inferences from information gathered



Scope and Sequence

English	Society and Environment
<p>Viewing</p> <p>Contextual Understandings</p> <ul style="list-style-type: none"> Viewers understand that visual texts are created for different purposes including: <ul style="list-style-type: none"> to recount through television documentaries to persuade through web-based advertisements <p>Information and Argument Visual Texts</p> <ul style="list-style-type: none"> 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 <p>Processes and Strategies</p> <ul style="list-style-type: none"> Viewing and thinking strategies for justifying interpretations of visual texts including skimming, scanning, self-questioning, summarising and paraphrasing <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 explain through survey results to inquire through questionnaires to persuade through speeches and issues-based advertisements 	<ul style="list-style-type: none"> To use recording formats to process information to make comparisons, inferences, look for patterns and make generalisations To acknowledge all information sources To respect the views and opinions of others <p>Applying and Communicating Findings: How to apply and communicate findings by reflecting on, applying and sharing information with an audience</p> <ul style="list-style-type: none"> Ways to transfer skills and knowledge of investigation, and communicate findings in a variety of forms That a conclusion needs to relate the information collected to the purpose of the investigation and the conclusion drawn That findings should show appreciation for, and inclusion of, different perspectives <p>Active Citizenship</p> <ul style="list-style-type: none"> 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

- Authors and illustrators use particular language, ideas and presentation to appeal to target audiences and readers can use this information to identify audiences for different texts
- 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

Information and Argument Texts

- Information texts sometimes contain the writer's opinions and can be identified and challenged by the reader
- Readers make inferences about ideas, information and events in texts by relating stated information to background knowledge, experience, ideology and opinions
- 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 readers
- Readers identify the position in an argument and the key points and evidence supporting the argument
- Readers compare information and ideas in texts to identify the emphases, and the influence of these on their own perceptions

Society and Environment

Place and Space

Features of places

- How human impact can change landscapes (eg global warming, pollution, species extinction, farming, urbanisation, damming water courses)

People and Places

- Why the impact/s of particular groups or people on the landscape may create conflict with others (eg nuclear testing in the Pacific Ocean, uranium mining, logging old-growth forests)
- That the interaction between people and the wider environment can be measured (eg use of maps, tables and statistics)

Care of Places

- That the use of a place reflects the values of the community
- That individuals and groups express differing points of view on sustainability of particular landscapes and the environment
- That sustainable use of particular landscapes and the wider environment involves broad-based community cooperation
- How current decisions about the care of particular places will affect people's future use of them
- Which government/non-government agencies are responsible for the care of particular environments



Scope and Sequence

English	Society and Environment
<p>Conventions</p> <p>Information and Argument Texts</p> <ul style="list-style-type: none"> • Generic structure of information and argument texts forms and the ways they can be manipulated to achieve the author's purpose • Features of complex information and argument texts including diagrams, graphs, photographs in a report and internet site maps and hyperlinks in electronic texts <p>Processes and Strategies</p> <p>Information Processes – Reading to Learn</p> <ul style="list-style-type: none"> • Strategies for independently developing focus questions • Strategies for identifying and defining information needs including structured overviews, question web, KWL chart • Strategies for locating information resources relevant to a research task including undertaking subject/keyword and advanced searches using library and other databases and websites, and consulting encyclopaedias, atlases and yearbooks • Strategies for evaluating appropriate resources for a particular purpose including determining the authenticity of the resource • Strategies for recording information for a specific purpose including note making and recording personal responses and questions using a repertoire of graphic organisers • 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 	<p>Applying and Communicating Findings</p> <ul style="list-style-type: none"> • How to include a personal response in their findings • How to include the views of others in their findings • To evaluate investigation techniques and final product <p>Active Citizenship</p> <ul style="list-style-type: none"> • Actions to conserve and care for the environment • Actions to preserve and protect environments • Actions to care for the natural environment • The right to enjoy the environment is linked to the responsibility not to damage it <p>Resources</p> <p>Economics/Geography</p> <ul style="list-style-type: none"> • Working cooperatively on a project (such as fundraising) that involves the use of financial literacy aspects such as budgets, managing income and expenditure, and planning within a timeframe to enable the management process to work successfully <p>People and Work</p> <ul style="list-style-type: none"> • That people access work in different ways (eg paid/unpaid, full-time/part-time, permanent/casual/contract)



Scope and Sequence

English

- 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

Writing

Contextual Understandings

- Writers create texts for different purposes including:
 - to inquire through surveys within the school for an investigation
 - to persuade through expositions

Information and Argument Texts

- Writers can influence others by systematically using a formal, logical structure to argue a case
- Writers can select ideas and information to support their position or purpose, and to appeal to, or suit, different audiences
- 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

Society and Environment

- That different values can be attached to different types of work (eg housework is unpaid work that may not be valued as highly as paid employment)
- The characteristics, similarities and differences in roles and responsibilities of a range of occupations
- How workplace requirements and a preparedness to adapt to the working environment may influence an individual's future occupational choice

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

- Formats for organising and recording information to present data

Active Citizenship

- Identifying actions that can be taken, selecting an action to follow, considering how the action may impact on others and their rights
- Value and respect environments and habitats
- Conserve resources and preserve natural environments and habitats
- Enhance environments



Scope and Sequence

English	Society and Environment
<ul style="list-style-type: none"> Techniques to organise ideas and information before writing including brainstorming, concept mapping, listing and selecting graphic organisers that suit the purpose Ways to acknowledge the source of ideas and information when publishing writings, including recording the book, film, website details including title, writer, publisher, date and place of publication, URL 	<p>Time, Continuity and Change</p> <p>History</p> <ul style="list-style-type: none"> Equal rights (<i>eg the right to vote, women's suffrage</i>) <p>Understanding the Past</p> <ul style="list-style-type: none"> How past experiences can impact on people's beliefs, values and actions <p>Continuity and Change</p> <ul style="list-style-type: none"> How, over time, significant people, events and ideas have influenced the beliefs and traditions of a community <p>Planning</p> <ul style="list-style-type: none"> To use a range of primary and secondary sources <p>Conducting</p> <ul style="list-style-type: none"> To identify the difference between, and how to locate, primary and secondary sources of information That sources used will need to be questioned for the views that they represent <p>Processing and Translating</p> <ul style="list-style-type: none"> How to compare information from different points of view