

Shout Out @ School: K/P – The community



The purpose of the Commissioner for Children and Young People WA’s teaching resource is to provide students with opportunities to engage with members of their class, school and the broader community to make meaningful, real-life improvements to their world.

The Commissioner is committed to consulting with children and young people, encouraging them to ‘stand up and be heard’ on issues that affect them and to increasing recognition of their value as members of the community.

Links to the K–10 Curriculum

Values:

- Respect and concern for others
- Social and civic responsibility
- Environmental responsibility

Learning areas

The Arts	English	H & PE	Languages (LOTE)	Mathematics	Science	S&E	T&E
	✓	✓				✓	

Scope and Sequence

For details on how these lesson ideas and activities map to the DET WA K–10 Syllabus, see Table 1.

Overview

Using the ‘community’ picture chart as a reference, children explore a range of scenarios and issues relevant to their everyday experience of being part of the local community. The suggested activities include discussion, negotiation, role play, and shared writing and drawing exercises. These activities are designed to promote positive engagement/ participation, self-expression, self-care and care for others.

Should the teacher choose to focus on the link between the scenarios in the picture chart and children’s rights under the United Nations Convention of the Rights of the Child, a legend is available for download at www.cyp.wa.gov.au (follow the links to Shout Out/ Shout Out @ School).





Table 1

Scope and Sequence	Focus Questions
<p>English</p> <p>Viewing</p> <p>Contextual Understandings</p> <ul style="list-style-type: none"> viewers draw inferences from the ideas and information contained in illustrations 	<ol style="list-style-type: none"> 1. What is this? 2. What can you see? 3. What is happening in this picture? 4. Where is this? 5. Does this look like somewhere you know? 6. Who is/is not playing happily together? 7. Can you see someone who is helping children? 8. Can you see some children looking happy? 9. What can you see in this picture that you do not like? Why do you not like it? 10. Tell me what is happening here. (house on fire – top left) 11. What happened to this house? 12. What do you think will happen next? 13. What are all these people doing? (walking to school across park) 14. Tell me a story to go with what is happening here. (road and surrounds community/youth centre)
<p>Health and Physical Education</p> <p>Context: Safety</p> <ul style="list-style-type: none"> Identifying unsafe situations Safety houses People who can help Road safety <p>Knowledge and Understandings</p> <ul style="list-style-type: none"> features that keep them safe and healthy actions to promote personal safety 	<ol style="list-style-type: none"> 1. What is safe? What does it look like, sound like and feel like? 2. What does unsafe mean? 3. What is happening in this picture that seems unsafe to you? 4. If you were a child in this picture, where would you go if you felt unsafe? 5. What is a safety house? What does a safety house look like, feel like and sound like? 6. Who is this? 7. What do they do? 8. Who are the people who protect you from these unsafe situations?



Table 1

Scope and Sequence	Focus Questions
<ul style="list-style-type: none"> • who keeps them safe • people and places who can help me <p>Interpersonal Skills</p> <ul style="list-style-type: none"> • ways to express needs • how to report concerns <p>Self-management Skills</p> <ul style="list-style-type: none"> • ways to seek help • how to make rules for safety 	<ol style="list-style-type: none"> 9. Why do we need the people who help to keep us safe? 10. What would it be like if we had no one to help us if we were in trouble or sick? 11. If you are not happy with what is happening in your community who could you talk to? 12. What could you do to make this community safer?
<p>Society and Environment</p> <p>Natural and Social Systems</p> <p>Political and Legal Systems</p> <ul style="list-style-type: none"> • to explore familiar examples of government services • that people have rules that are made for different reasons <p>Social and Economic Systems</p> <ul style="list-style-type: none"> • that some people make goods and others provide services 	<ol style="list-style-type: none"> 1. Who is this person? (ranger catching dog) 2. What is this person doing? 3. Who works at the community centre/ medical centre/fire station/police station? 4. What would happen if we did not have a fire brigade/police force/doctors/ teachers? 5. What is a government? 6. What is a rule? 7. What are rules for? 8. Why do we have rules? 9. What would it be like living in a place without rules? 10. What would it be like living in a place that had no one to enforce those rules? 11. Would the rules for the playground be the same rules for the school? 12. How would they be different? 13. Who enforces the rules in the school and who enforces the rules in the playground? 14. How are they the same/different?

Lesson ideas and detail

Select one or more of the following activities.

- Discuss the word 'safe' with the children. Create a Y-chart about what it looks like, sounds like and feels like. Examine the poster and identify the unsafe situations in the picture. Look specifically at the speeding car in the 40 km/h school zone and the police officer pulling them over. Ask about why there is a 40 km/h school zone. Discuss who made the rule of 40 km/h in a school zone and why.
- Make a classroom 'Big Book' such as 'Who I can go to for help'. Review the picture chart and ask the children if they can see anyone in the picture chart who they can go to for help, and if so, what sort of help they would provide. Explain how these people make sure that children and their rights are protected in our local community.
- Provide costumes for children to role play about how to ask for help in different situations (eg house fire, the correct procedure to cross the road, how to approach a safety house).
- Invite members of the community (eg health worker, police officer, firefighter) to come in and discuss with the children how they can go to them for help, why they are here to help children and what they can do for children.
- Make a list of safe and unsafe things in the picture and discuss how the children would like the situations improved.
- Discuss the definition of safety practices. Discuss safety practices around the community (eg crossing a road safely, riding a bike with a helmet on, riding in a bus and staying in your seat). Discuss who makes these rules and why.
- Take the children on a walk around the local community and address safety practices and rules used on the walk (eg crossing the road). Discuss who makes the rules for the local community and why we have rules (eg for crossing the road, riding a bike and riding in a bus).
- Jointly construct consequences to the rules in the community with the children (eg riding a bike without a helmet, speeding in a 40 km/h zone, hanging out of the window of a bus). Allow children to voice their thoughts and role play the rules afterwards allowing for discussion and change.
- Identify safety houses in the community on an enlarged community map. Discuss their purpose and when children should use them.
- Role play entering a safety house and following the procedures of who to call and how to report your concerns (what to say depending on the scenario).
- Organise excursions for children to explore their local government services (eg youth/ community centre). Discuss how the community centre provides a service to children by offering a place for children to go where they can meet other children and join groups.
- Engage children in discussions about their experiences with some of the issues in the picture and extend through writing, art, music and drama.

Whole class extension project

Select one or more of the following activities.

- Discuss with children the people in the community who work to help children and how they help – police, nurses, coaches, lollipop people, etc. The children might like to draw or paint a scene of how these people help children in the community.
- Discuss ways that children ‘have a say’ about what is important to them and issues that concern them in their community, for example, telling parents or a teacher about issues or helping other kids.
- Show children the Shout Out section of the Commissioner for Children and Young People’s website (www.ccyp.wa.gov.au click on the Shout Out link) where children, either individually or in groups like a class, can tell the Commissioner what they think.
- Discuss why it is important that children and young people have a say on things that affect them. (so adults know more about what children need to be healthy and safe) Invite children to talk about things they like and don’t like about their own local community.
- Workshop ways in which the children can address some of the issues they have identified in their community or promote the things they like.
- Discuss which people and agencies (local government, traffic police, health services, etc) to ask to help them address these issues.
- Use a range of expression (letter, video, poster, drawing, etc) to have the children identify the issues in the community and how they would like them solved.
- Children create a poster(s) that addresses the unsafe issue (eg putting rubbish in the bin, crossing the road, safety houses, who to call in an emergency, keeping dogs on leads, wearing a helmet when riding a bike). Children describe to the teacher what they have drawn.
- Plan a school or community event such as an art show where children can display their posters or other art works (eg a community collage).

Work developed by students in any of the activities in this resource (such as letters, drawings, posters, videos, photographs or audio clips) can be submitted to the Commissioner for Children and Young People WA via the website (www.ccyp.wa.gov.au – click on the Shout Out link). These will be displayed on the Shout Out @ School page.

Resources

Commissioner for Children and Young People – www.ccyp.wa.gov.au – click on the Shout Out link

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

UNICEF – <http://www.unicefgames.com> – provides online interactive games for children to play

The Child Friendly Australia website provides access to a Convention on the Rights of the Child Poster in child-friendly language. This can be accessed through the website <http://www.childfriendly.org.au>

Send My Friend To School is an international campaign to give every child in the world access to education by the year 2015. This website contains helpful teacher's resources and fact sheets <http://www.sendmyfriend.org>

A child-friendly illustrated version of the United Nations Convention on the Rights of the Child can be found at http://www.sccyp.org.uk/webpages/about_gallery_yp.php

or

on the Meerilinga website at www.meerilinga.org.au. To download click on the 'Children's Week' tab and open 'Celebrate and Resources' in the drop-down menu. If you page down you will find the poster download.

