

Shout Out @ School: K/P – The park



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 ‘park’ picture chart as a reference, children explore a range of scenarios and issues relevant to their everyday experience of the external environment. 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 on 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> <p>Imaginative Visual Texts</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 the place in the picture? 2. What is happening in the picture? 3. Who is doing something you like to do? 4. Who is doing something you would not like to do? 5. Can you see someone who is helping children? 6. Can you see some children looking happy? 7. Who is/is not playing happily together?
<p>Health and Physical Education</p> <p>Context: Safety</p> <p>Knowledge and Understandings</p> <p>Ways to keep healthier and safer</p> <ul style="list-style-type: none"> features that keep them safe and healthy actions to promote personal safety who keeps them safe <p>Resources and consumer skills</p> <ul style="list-style-type: none"> people and places who can help me <p>Interpersonal Skills</p> <p>Building and nurturing relationships</p> <ul style="list-style-type: none"> the difference between 'telling' to help or 'telling' to get someone in trouble cooperating and collaborating in groups how to identify reasons for rules how to report concerns <p>Self-management Skills</p> <p>Reviewing the situation</p> <ul style="list-style-type: none"> ways to seek help <p>Planning before deciding</p> <ul style="list-style-type: none"> how to make rules for safety 	<ol style="list-style-type: none"> 1. What can you see that is safe/unsafe in the park? 2. What can you see that is healthy/unhealthy in the park? 3. Who is wearing something to keep them safe? 4. Who is looking after the little children at the park? 5. Who keeps you safe when you are at the park? 6. Who could you tell if you were being bullied at the park? 7. What would you say? 8. If you saw someone who was hurt or upset who would you tell? 9. What is a safety house? 10. What would you do to make the park a better place to play? 11. Who could you tell your ideas to? 12. Why do people have rules? 13. What safety rules can you think of for this picture?



Table 1

Scope and Sequence	Focus Questions
<p>Society and Environment</p> <p>Place and Space</p> <p>Care of Places</p> <p>That people’s views on the care of places differ, change over time and that environments can be managed sustainably</p> <ul style="list-style-type: none"> • how personal action relates to the conservation of the environment (eg recycling paper/cans, turning taps/ lights off when not needed) <p>Active Citizenship</p> <p>Children demonstrate active citizenship through their behaviours and practices in the school environment in accordance with principles and values of sustainability</p> <ul style="list-style-type: none"> • the right to enjoy the environment is linked to the responsibility not to damage it (Civics and Citizenship) • opportunities to become involved at the school level may include: <ul style="list-style-type: none"> – recycling programs – Clean Up Australia Day – Sustainable Schools Initiative (WA) <p>Natural and Social Systems</p> <p>Political and Legal Systems</p> <p>The elements and processes of law-making and law enforcement</p> <ul style="list-style-type: none"> • that people have rules that are made for different reasons (eg for protection, safety, fairness in the family, school and community) 	<ol style="list-style-type: none"> 1. Who is doing something that is bad for the environment? 2. Who is doing something that is good for the environment? 3. What could you do to make the park a better place to play? 4. What is graffiti? 5. What do you think should happen to the person who is writing on the toilet wall? 6. What rules would you make for the park to keep people safe? 7. What rules would you make for the park to protect the environment? 8. Would you have the same rules for the playground? 9. What do you think should happen if someone breaks a rule?



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Scope and Sequence	Focus Questions
<ul style="list-style-type: none"> • that there are consequences when people break rules, and how people can make amends <p>Active Citizenship</p> <p>Children demonstrate active citizenship through their behaviours and practices in the school environment, in accordance with the principles and values associated with the democratic process, social justice and sustainability.</p> <p>Children should take opportunities to become involved in citizenship activities at the school level by:</p> <ul style="list-style-type: none"> • participating in a class and/or junior school council • engaging in class meetings (eg follow structured decision-making processes) • participating in class and/or school elections for councils, faction (eg voting for school leaders) • negotiating class rules, consequences and rewards. 	

Lesson ideas and detail

Select one or more of the following activities.

- Focus on personal safety. Use the scenarios as a context for teaching children what to do in unsafe situations outside the home.
- Discuss the difference between safe and unsafe situations. Provide labels that have 'Safe' with a tick and 'Unsafe' with a cross. Ask children to take turns to label a scenario on the picture chart. Model this activity verbalising thought processes. Discuss each scenario as it is identified.
- Ask children to vote on the scenarios in the picture – identify people doing something they should/should not be doing. Count the votes received and discuss any differences of opinion to clarify.
- Create rules suggested by the scenarios in the park picture. Tell the children a rule, for example, 'Put rubbish in the bin', 'Tell an adult if you see something unsafe' and ask them to find a scenario that matches it on the chart. Let the children colour the scenario on their own black and white copy of the picture (download at www.ccp.wa.gov.au).
- Discuss what children can do and who to tell if they see someone breaking a rule at the park.
- Discuss strategies for dealing with bullying behaviour and provide opportunities for children to role play what to do when either they, or someone else, is being bullied. Discuss who they could tell and what they could say.
- Discuss the difference between healthy and unhealthy behaviours and provide children with labels showing 'Healthy' with a tick and 'Unhealthy' with a cross. Ask children to attach labels to scenarios on the picture (eg people drinking from the water fountain, people exercising, people wearing hats, rubbish left on the ground, plastic rings around the lizard's neck). Discuss each scenario as it is identified.
- Focus on the lizard with the plastic rings around its neck, the bird frightened from the tree and the doggie waste disposal unit. Ask children to describe each scenario and discuss what they can do to care for the park environment.
- Invite a ranger from the local council or shire to talk to the children about what he or she does to look after the local park/environment.

Whole class extension project

Select one or more of the following activities.

- Discuss with the children the people in parks who work to help children and how they do so. (rangers, gardeners, maintenance people, shop people, parents, etc). The children might like to draw or paint pictures showing how these people help children in parks.
- Discuss ways that children 'have a say' about what is important to them and issues that concern them in parks, 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.ccp.wa.gov.au) where children, either individually or in groups, 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 pretend they are rangers. Take them for a walk around the school gardens or for a visit to a local park. Have them identify unsafe and unhealthy situations. Take photos and discuss what they can do to improve the environment. Use a range of expression (letter, video, poster, drawing, etc) to have the children identify the issues.
- Record the issues and decide what to do next. List alternative actions and take a vote. Suggestions might include:
 - inviting members of the student council to the class to look at the photos and listen to the children’s suggestions
 - electing class representatives to take concerns to the principal
 - enrolling the class or school in activities such as:
 - recycling programs
 - Clean Up Australia Day
 - Sustainable Schools Initiative (WA).

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

Safety House Association of WA – <http://www.safetyhousewa.org.au>

Department of Education and Training resources – <http://www.det.wa.edu.au>

School Drug Education and Road Aware (SDERA) for teaching strategies and activities for promoting resilience, pedestrian safety, playing safely, bike safety and related children’s literature – <http://www.det.wa.edu.au/sdera/detcms/portal>

Department of Health 2002, *Growing and Developing Healthy Relationships* at http://www.public.health.wa.gov.au/2/233/2/schoolbased_sex.pm

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

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

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.