

Shout Out @ School: K/P – The school



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

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"> Where is this picture set? How did you know that? What can you see? Who is/is not playing happily together? Can you see someone who is helping children? Can you see some children looking happy? Who is doing something that you would like to do/not like to do? Can you find a boy tripping another boy? Can you find a child who is crying? Why do you think the child is crying? Why do you think the principal is inflating the basketball? Can you find a child who is unhappy? How do you think this child in the picture is feeling? How do you think the footballs got stuck on the roof? How is this lunch play different from ours? Have you ever seen things like this happen in our playground? What time during the school day is this? What do you do at lunchtime?



Table 1

Scope and Sequence	Focus Questions
<p>Health and Physical Education Context: Safety</p> <p>Knowledge and Understandings</p> <ul style="list-style-type: none"> actions to promote personal safety who keeps them safe people and places who can help me <p>Interpersonal Skills</p> <ul style="list-style-type: none"> how to explain the reason for rules how to report concerns <p>Self-management Skills</p> <ul style="list-style-type: none"> ways to seek help <p>Context: Lifestyle choices</p> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> ways to express needs and opinions 	<ol style="list-style-type: none"> 1. What can you see that is unsafe? 2. What is a rule? 3. Why do we have rules? 4. If you saw the footballs on the roof of our school, who could you ask to get them down? 5. Look at the boy looking unwell sitting down. How could he protect himself from the sun? 6. If you saw someone who is hurt, what could you do? 7. Look at the teacher handing out sports equipment. Why do we need play time at school?
<p>Society and Environment</p> <p>Culture</p> <p>Cohesion and Diversity</p> <ul style="list-style-type: none"> to respect the things that are the same and different about individuals <p>Natural and Social Systems</p> <p>Political and Legal Systems</p> <ul style="list-style-type: none"> that there are consequences when people break rules, and how people can make amends <p>Active Citizenship</p> <ul style="list-style-type: none"> taking roles and responsibilities within the classroom participate in a class or junior council negotiating class rules, consequences and rewards 	<ol style="list-style-type: none"> 1. Look at the boy being tripped. If you saw someone being bullied, who could you tell? 2. What could this bully do to make the person he was picking on feel better? 3. Do you think the boy who is bullying children should be punished? 4. Do you think we need rules for play time? 5. Why is there a 'no running along path' sign on the wall of the school? 6. If you're caught breaking a rule at school like running on the path, what usually happens?

Lesson ideas and detail

Select one or more of the following activities.

- Focus on the banner for a new canteen menu. Through a shared writing session, children can create a new healthy canteen menu for presentation to the canteen staff or principal.
- Focus on the child being tripped and the child being ostracised in the poster. Role play a bullying scenario. Discuss the feelings and actions of all the children involved. Discuss possible consequences for the bully.
- Focus on the footballs on the roof. Discuss with children what they could do if they saw a ball on the roof at their school.
- Focus on the teacher handing out sports equipment. Discuss the right of children to have play time. Children can pick an activity or item of sports equipment to be used at play time.
- Focus on the child getting burnt in the sun. Have children create a playground rule that will protect this child from further harm and choose suitable consequences for children who break the rule through a shared writing lesson with the teacher.
- Negotiate class rules, rewards and consequences with the children.
- Explain to children their right to express how they feel through different mediums such as writing and drawing. Allow children some time in a free creative area where they can draw, paint, create a collage or write something of their own choosing.
- Hold a discussion about why children go to school. Through shared writing activities, list the advantages of going to school. Discuss the idea of voting. Have children vote on the three most important reasons they go to school and make class posters for display.
- Focus on the children working in the vegetable garden in the picture. Discuss the possibility of children participating in the care of part of the school gardens. Identify some of the positive outcomes of this activity, and who/what help would be needed to take care of a garden.
- Discuss the idea of representation. Discuss the school/student council and its members. Ask children if they would like to present an issue to their representatives and offer ways this may be done (oral, written, illustrated, video).
- Focus on the similarities and differences of the children in the picture. Organise incursions from community members from different cultural backgrounds to hold a cultural activity (eg art/cooking/dance) with the children.

Whole class extension project

Select one or more of the following activities.

- Discuss with children the people in the school who work to help children and how they help – teachers, administration staff, principal, gardeners, parents, school nurse, maintenance people, etc. The children might like to draw or paint a scene of how these people help.
- Discuss ways that children ‘have a say’ about what is important to them and issues that concern them in their school, for example, telling a teacher about issues; helping other kids; doing small things to help, like picking up rubbish.

- 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, 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)
- Take children on a walk around a section of the school. Children look for things that they like and don't like.
- Utilise a range of text forms (letters, drawings, videos, posters, audio clips, etc) to have the children identify issues in the class/school and illustrate what might be a way of solving any problems.
- Children might like to promote/celebrate their school/class by using a range of text forms to highlight the good things they have noticed and discussed.

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> – has a summary of the rights under the Convention on the Rights of the Child

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.