



# Teaching resource

## The theme

If you are in Year 4, you were born around the same time the WA Commissioner for Children and Young People's office was created!

To celebrate turning 10, the Commissioner Colin Pettit is asking children what it is like being 10 years old and living in WA – what is great about your life, who and what is important to you, or what you would like to change in your life.



## A personal invitation

The Commissioner has filmed a personal invitation for Year 4 students to share their views and thoughts with him through **We Are 10**. This short message is available at: <https://www.cyp.wa.gov.au/our-work/projects/we-are-10/>. The video is a good way to introduce the Commissioner and will help to personalise the We Are 10 project and stimulate thinking about the theme.

## Suggested approaches

The Commissioner is keen for students to discuss and deeply consider the theme and what they want to say about their lives and community before they start on their artwork and written contribution.

We understand that classroom teachers are best placed to choose the activities that will help their specific group of Year 4 students consider what they would like to say. We have provided below a few ideas on discussions and activities listed under learning areas of the WA curriculum: The Arts, English, Humanities and Social Sciences and Health.

### Health

- Explore what is wellbeing? What are the factors that contribute to our wellbeing and positive mental health?
- Self-reflection: ask students to consider their lives to date and reflect on what makes them happy/sad in their daily lives? What challenges do they face and how do they overcome them?

### Humanities and Social Sciences

- Discuss, list and/or map what 10 year-olds do in your community. How do other cultures influence your community? Is anything vital missing from the community? What is realistic?
- Hold a group brainstorming session: what makes your community a great place to live?

### **Humanities and Social Sciences cont.**

- Research the lives of children in other parts of WA (or the world) and discuss the advantages/disadvantages students face living in their part of WA.
- What important roles do children play in the lives of others? For example, how do you help and support others and how do you contribute to your family or community?

### **English**

- Use the allotted 25 words or less component of this project as the main focus to create creative sentences, poems and/or word clouds.

### **The Arts**

- Use the art component of this project as the main focus and look at how people and societies represent their experiences through art.

### **Artwork component**

Templates will be provided for each participating student and their contribution **must** be returned on this template. For their artwork, children can create what they feel best represents their lives at 10 – for example it could be a favourite scene from their lives, how they see themselves within their local environment or a creative representation of people and things that are important to them.

Students can draw, paint or create a collage – the way in which they express themselves is up to them (and teachers) as long as they keep the artwork within the marked area. Students can create one artwork in the allocated space, or divide the space into sections to represent different views or aspects of their lives.

### **Written component**

To accompany their artwork, the Commissioner would also like the students to write about life at 10 in their own words. It can be a normal sentence, a short poem or a list of key words about what is important to them, as long as it is a maximum of 25 words.

We know this word limit will be a challenge for some students but being concise and deciding on the most important message each student wants to say can be part of the activity.

### **Disclosures that cause concern**

While participating in **We Are 10** activities, it is possible that a student may disclose something, either during discussion or through their artwork or writing, that causes you concern about their wellbeing. Although unlikely, should such a disclosure occur, teachers must act in accordance with their responsibilities under the *Children and Community Services Act 2004* and the [Department of Education child protection policy](#).

