

## Science

### Science understanding

- Research to find out about plants or animals found in local reserves and national parks maintained by the local, state or federal government. Organise an excursion to an accessible reserve or park.
- Explore the local environment to identify and describe natural and built features used by citizens.

### Science inquiry skills

- Students use their senses to observe changes to the growth of trees, grass and flowers, and animals' habitats (such as birds building nests) in the local park.

### Science as a human endeavour

- Brainstorm to list science-based jobs in the community; e.g. pharmacist, physiotherapist, veterinarian, zookeeper. Investigate the role of each person.
- Read about a well-known scientist, researcher or doctor who has helped people in his/her own or the wider community; e.g. Dr Fiona Wood, burns specialist from Royal Perth Hospital, WA.

## Technologies

- Visit <<http://cleanup.noco2.com.au/>> to learn about being a good citizen and to play a game about recycling.



- Cut out and read newspaper articles about events showing how people help in the community. These could include 'Keep Australia Beautiful Day' and activities to clean up waterways or plant native trees. Collect and glue the articles into a scrapbook for the class to read. A simple sentence or two summarising each article could be written underneath.
- Construct a board game, following the format of Monopoly Junior™, that 'travels' to different parts of the student's local community.

## Humanities and Social Sciences

### Geography

- Look at a map of the local community to identify facilities such as parks and sporting fields.
- Recognise and identify objects of interest in the local community. These could include the local library, the police station, the council chambers where Dad pays the dog registration, the local hospital, and the fire and ambulance stations.



- In the local area, identify and name natural and built features such as lakes, mountains, rivers or cities. Name places where many people live, or few people live. Name streets where tall blocks of flats or large sprawling homes have been built. Name busy and quiet streets.
- Make large jigsaw puzzles of images and maps of Australia, showing the states and territories, for the students to complete.

### Civics and citizenship

- As a class, decide how to raise money to help a specific charity. Discuss the possibility of donating pocket money for a short time.
- Use a flow chart to show how one group of workers helps the next to make and distribute goods or services for others to buy; e.g. from a dairy farmer milking cows by machine, through various stages until milk is available on supermarket shelves.
- Identify paid and unpaid (volunteer work) jobs citizens have in their community.

### History

- Students make a list of simple ways to be nice to another class or family member. They write their ideas using words that express time, such as 'Tomorrow, I will ...', 'Yesterday, I ...', 'On Tuesday, I will ...' etc.
- Compare and contrast how the roles and responsibilities of family members today differ from or

are similar to those of parents or grandparents in past years.

- Look at past images of the local community to identify both positive and negative changes. Discuss how different people worked to bring about change for the good of all community members.
- Observe special days throughout the year that are significant to the community. Discuss their significance and how Australian citizens celebrate each event; for example: Australia Day, Anzac Day, NAIDOC Week, World Environment Day.

## The Arts

### Visual arts

- Look at images of the Australian flag and Parliament House in Canberra for students to duplicate using a variety of media.
- Students create a large, colourful poster showing ways to care about themselves and others.
- Make models of important natural and built features in the local community.

### Music

- Learn a song to recite to the residents of a local nursing home.
- Make up simple lyrics and actions about helping different family members, teachers, neighbours etc. to the tune 'This is the way we help our ...' (teacher/mum/dad/ neighbour).

### Drama

- Role-play stories such as *The little red hen* or *Little Red Riding Hood*, which show characters doing things for others (cooking, delivering goodies etc.).
- Students write short speeches about a community issue of importance (cleaning up the park, building more play equipment, fixing the path outside the school so people don't fall and hurt themselves). They present their issue emotively as a two-minute talk to the class.

### Dance

- As a class, learn simple dances from different cultures to become more aware of the diversity of Australia's society.
- Learn a dance that presents a message, such as a Native American friendship dance.
- Visit a community centre and watch adults dancing a line, square or ballroom dance. Join in!

## Health and Physical Education

- Start a virtues program in the classroom to reward students who are kind to others; help others without being asked; are honest, conscientious, good group members; great helpers etc.
- As a class or entire grade, make substantial healthy sandwiches to feed hungry parents involved in a school 'working bee'.
- As a class or grade level, cook cupcakes to raise money for a charity.



- Students compare similarities and differences among the rules and responsibilities (chores etc.) they have at home.
- Create an incentive chart for students to add a sticker or similar to when they follow class rules correctly.
- Practise using good manners in the classroom and playground.
- Role-play using good manners and helping with situations at home; e.g. hanging up wet bathmat, not taking another bite when mouth is full, saying 'please' when asking for something.

## Mathematics

### Number and algebra

- Count the number of students in the class who have parents or grandparents born in another country. Ask them to research the reasons their relatives decided to live in Australia. Count and graph the number of reasons.
- Match halves of pictures of two friends helping each other.
- Count and circle groups of people in a newspaper image of an Australian citizenship ceremony.
- Set up a class 'copy' of a shop that is important to the community: e.g. supermarket, pet shop, boutique. Students use play money to buy 'goods'. Make and label props and items for the shop, using recycled materials and things borrowed from students' homes.

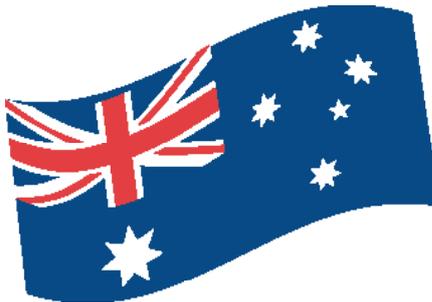
### Statistics and probability

- Survey, tally and graph the number

- of students and their parents who belong to a local church, sporting group, or community or service organisation (such as scouts, surf lifesaving club etc.).
- Compile a list of home rules and compare to a list of classroom rules. Find similarities and differences.

### Measurement and geometry

- Count the number of stars on the Australian flag. Recreate the flag using rectangles of blue, red and white paper and star stickers. Ensure the stars are positioned correctly.



- Make a crayon rubbing of the image of an important Australian icon, or a symbol on a coin.

## English

### Language

- Discuss with students the meanings associated with words such as 'citizen', 'citizenship', 'community', 'rules', 'volunteer', 'responsibility', 'care', 'fairness'.
- Break words related to the topic into syllables by clapping each syllable or drawing a line between each.
- Look at signs in the school and local community that help people to locate places, or warn of dangers etc.
- Talk about different words that are used to address different citizens; e.g. Mr, Miss, Ms, Mrs, Dr, uncle, grandma, Sir, Premier, Prime Minister, nicknames.
- With the students, compile, write and display a list of simple classroom rules for the class to refer to.
- On a chart, write and display a list of parks, reserves and buildings for the students to refer to when writing. Ensure they are aware of the capital letters required for proper nouns.
- Students write as many small words as they can using the letters in words such as 'citizenship' and 'community'.

### Literature

- Collect brochures, catalogues and flyers from various places in the

community for the students to view and gather information from.

- Read books about people helping others, including *The Berenstain Bears lend a helping hand* and *The Berenstain Bears think of those in need* by Stan and Jan Berenstain; and *Let your light shine: A story about helping others* by Ron Berry. Through discussion, the students identify how the characters were good citizens.
- Students listen to or read Aesop's fables that teach morals relating to not being greedy, working hard, being honest, not acting foolishly etc.

### Literacy

- On blank cards, write the names of some occupations citizens in their community have. Place them facedown. In turn, the students turn one over and make up oral clues for others to guess the job. The occupations could also be role-played.
- Students write recounts or draw pictures of places visited during excursions in the community.
- Students write a simple community action plan to address an area of concern such as too much litter in the playground or local park.



- Invite an adult who was born in another country but has become an Australian citizen to visit the students. As a class, prepare questions to ask, such as 'Why did you want to become an Australian citizen?', 'Why did you choose to come and live in Australia?', 'What is better about Australia than your old country?', 'What do you miss about your old country?'