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# ABOUT THIS BOOK

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The material in this book is designed to raise children's awareness of and interest in their local community.

It highlights special features of a community and guides them to discover meaningful issues to explore through interesting and motivating activities.

We begin with a shared reading of the story book *Amy's Bed* by Robin Klein.<sup>1</sup> This stimulates a discussion about a group of people living in Gessikin Street and the factors which bring them together.

We focus on what children already know and draw on their personal experiences. Sharing experiences assists children to build knowledge and understanding.

Activity based learning features strongly with children engaged in walks out and about their community.

The activities involve the children in observing, collecting and sorting data, meaningfully organising information, making predictions, drawing conclusions, problem solving and thinking about moral dilemmas.

Students investigate the components of a community by looking at several aspects of a community, such as interdependence of resources, services and special features of a community, both human-made and natural. Students also investigate change, rules and responsibilities, recreation, transport, housing, technology, communication, safety and



community helpers. They are encouraged to explore the many benefits of living in a community.

The investigation of a community includes the Key Learning Areas of Health and Physical Education, Humanities, English, Maths, The Arts, Science, Technology, and provides for a wide range of learning outcomes.

To allow for the enrichment of children's thinking skills, we have used the models of Bloom's Taxonomy and Howard Gardner's Multiple Intelligences theory.

1. Klein R, *Amy's Bed* Omnibus Publishers, 1992

# AT THE PARK

Humanities

Place and space

## Moving through the park

Group the children into fours and have them suggest various park activities. Allow time to discuss and make moving sculptures of these activities, ie a family on a picnic, walking a dog, flying a kite, bouncing a ball, drinking from a tap, reading a book while sitting on a seat, playing on the equipment.

Encourage the children to experience the happy feelings of their park on a warm sunny day.

Change the mood by changing the weather. e.g. How would the activity alter if it suddenly began to rain? Have the children move to other areas of the park and become something else. Emphasise shapes, levels and direction in movement activities. (For further activities see *A Moving Experience* by Teresa Benswie, Ed. D.)

## Choosing the correct word

Ask the children to read the words at the bottom of **Worksheet 9** on page 39 and then use these words to fill in the correct answer. The children can complete **Worksheet 10** on page 33 based on their experiences at the park.

## Vocabulary

Use **Worksheet 11** on page 34. The children follow the instructions of read, trace, write and draw to complete the worksheet.

## Symmetry in the community

Use **Worksheet 12** on page 35.

Place mirrors along the line of symmetry to see the other half of the picture

Ask the children to draw the other half of the picture.

## Learning outcomes

Children will:

- draw on play and imagination in making dance
- show an awareness of dance in everyday life
- use elements of drama such as roleplay, movement, focus, language



# LOCATION – MAPPING

Maths

Space

## Getting started

Show the children a variety of maps including sketched maps of the school, local parks and plans of a house.

**ASK**

**What is a map?**

**When do you use a map?**

**Have you ever looked at a road map?**

**What things are on the map?**

## The community park

### Materials

- **Worksheet 13** on page 36
- textas/pencils

Using the 'Community park' worksheet, children insert objects on their maps in the appropriate places.

## Sketching a map

### Materials

- Pencils/textas
- A3 paper for each child.
- A large sheet of paper on which to draw a map.

As a class, begin with the teacher sketching a map of the school ground. Start with a focal point, (it may be the school building) and add further features, asking the children to guess what you are drawing. The children give reasons for their answers.

As the children begin to understand the drawing, have them suggest other features of the School Community grounds to place on the map. Encourage the children to come out and add things to the map.

Explain the map is a bird's-eye view of the school grounds. It helps to imagine that they are a plane or a bird flying over the school grounds and they are only able to see shapes of things by looking down.

## Children sketch their own maps

Go into the school grounds and allow the children time to look at their surroundings and identify features that they could place on their maps.

Collect and record ideas for locations on a class list. For example, the art room, office, toilets, rubbish bins, bike shed, library, etc.

Give each child a sheet of A3 paper and have them sketch their own map of the school grounds. Organise the children to work in pairs and describe to their partner how they move from one location to another, for example, from the classroom to the play equipment.

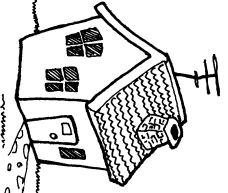
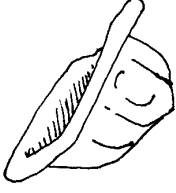

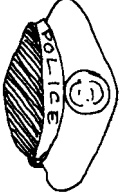
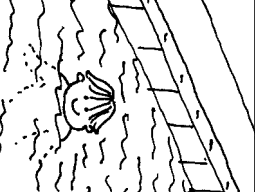
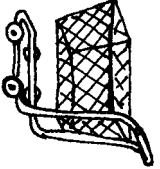
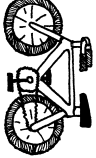
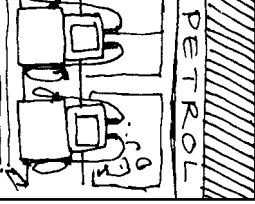

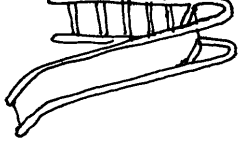
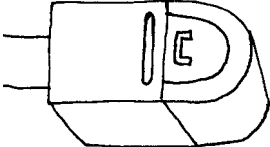

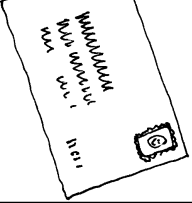
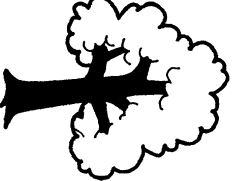
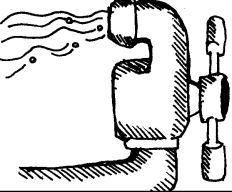

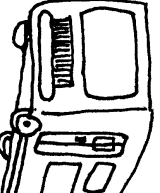
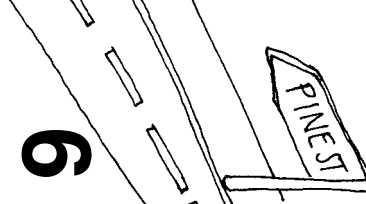
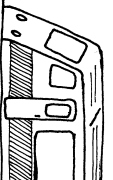
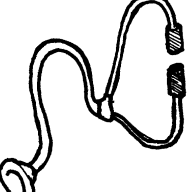
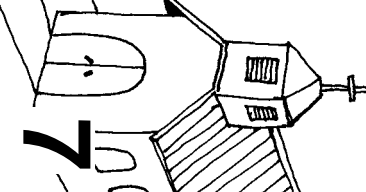
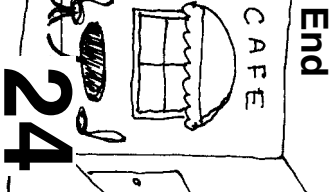
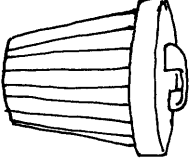

## Making a pathway

Using plastic counters or blocks demonstrate on one of the children's maps how to show a path from one location to another.

The children then make paths on their own maps and explain their paths to their partner. Have the children describe their paths to you.

### Going further.

- Children sketch a map of the local park showing the main features.
- Children can make a model of a community areas such as the park, their backyard, a street scene, or cars in the teachers' car park.
- The children can look down on their model, and draw a map.

17 	16 	Start 1 
18 	15 	2 
19 	14 	3 
20 	13 	4 
21 	12 	5 
22 	11 	6 
23 	10 	7 
End 24 	9 	8 

# GOING TO SCHOOL & WORK

Humanities / Maths

Resources/ Mathematical tools, counting and numeration, chance and data

## Getting started

Do a KWL to create interest in the topic. Remind the children that transport is not only for people but also for animals, plants, and food. Ask the children to bring books, pictures or information relating to transport from home to share with the grade.

**ASK** How did you come to school this morning?  
Did you walk?  
Did you come in a bus, car or tram?

List the children's responses on a large sheet of paper. Discuss the various responses and ask the children to imagine they lived in areas such as the desert, Antarctica, or the mountains. Would they travel to school in the same way?

Note that people travel in different ways depending on where they live and where they have to go.

## Song

Before beginning the other activities, sing a transport related song such as 'The Wheels on the Bus'.

## Transport graph

### Materials

- 1 large sheet of paper to record responses
- textas or similar
- small pieces of paper (1/8th of an A4 page is a good size)
- 1 large piece of paper to paste the children's pictures on at the end of the session. (rule columns approximately 12cm wide on the paper)

Tell the children that they are going to make a picture graph of how they came to school. Using the small piece of paper and textas, they are to draw themselves coming to school. They are to write their names on the front of their small drawings.

Children start work on their pictures. The teacher then labels the columns on the other large sheet of paper, e.g. bus, walk, car.

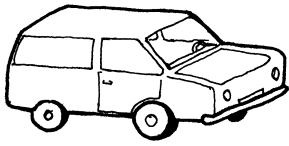
Draw a picture yourself for the finished graph.

When the pictures are finished, group the children according to their form of transport so they can see which form of transport was the most popular on that day.

Paste pictures on the graph and discuss the results. e.g. 'Ten people came to school by car', 'Five people walked' etc. Write the number which corresponds with the form of transport.

Ask the children if other members of their families use different forms of transport for work or leisure. Some parents may fly interstate or overseas for work etc.

car	bus	tram	walk	train
3	1	0	4	1
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>			<input type="checkbox"/>	
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**What I like best  
about my community.**

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