



DNPS HSIE CURRICULUM

Cross Stage Unit: Stages 1/2

Strand: Social Systems and Structures

UNIT: HELPING HANDS

Class: _____

Term: 1 2 3 4 (circle)

Weeks: _____

Major Outcome

SSS1.8 and 2.8

Stage 1-Identifies roles & responsibilities within families, school & community and determines ways they interact

Stage 2- Investigates above and demonstrates how can contribute to quality of school and community life

CCS1.2 and 2.2

Stage 1-Identifies changes and continuities in own life & community

Stage 2-Explains changes & evaluates effects of above on different groups & environs.

CUS1.4 & 2.4

Stage 1-Describes cultural, linguistic and religious practices of family & communities

Stage 2-Describes different viewpoints, ways of living, languages & beliefs in communities

CUS1.5 & 2.5

Stage 1-Compares & contrasts natural & built features in local area & way people interact with these local features

Stage 2-Describes places in local area and other parts of Aust. & explains significance

Content Overview

- looking at wants, needs, services and protection
- individuals at school, home and the community that attend to needs, wants, services & protection
- who helps us in the community
- what are rights and how are these protected
- what would happen if there were no rules
- what are the roles and responsibilities of prominent individuals, groups and organisations in our community
- how are local governments elected and how do they help the community
- what were the roles and responsibilities within 'Dreamtime' aboriginal tribes in the local area

DNPS Stage 1/2 UNIT:-” HELPING HANDS”

Teaching Program

Teaching and Learning Activities

Learning Sequence 1 : Looking at wants/ needs/ services

Stage 1/2

Teacher defines the following: wants/ needs/ services/ people that protect us

Students classify people that help in our community according to the above criteria while viewing notebook file: ‘Helping Hands-Community Member Classifications’.

Students make same judgements for people in our community that help, using worksheet, ”Helping Hands’. This is coloured and glued in HSIE book as a title page.

Students and teacher examine following statement and create a flow chart, copied into HSIE book:

What would happen if.....no-one cleaned our classroom? (ref: P.76,Focus On Australian Topics, Karen Munn, Ages 5-8)

Students in groups of 3 allocated one of the following, and create flow charts accordingly:

- What would happen if.....there were no doctors?
- What would happen if.....the garbage was not collected?
- What would happen if.....there were no plumbers to fix pipes?
- What would happen if.....there were no supermarkets or corner stores?
- What would happen if.....no-one gave up their time to coach a footy or netball team?
- What would happen if.....the Red Cross wasn’t there to help flood victims?

EVALUATION:

DNPS Stage 1/2 UNIT:-” HELPING HANDS”

Teaching Program

Teaching and Learning Activities

Learning Sequence 1: Looking at wants/ needs/ services

Stage 1/2

Teacher displays and discusses a concept map for, “Who helps me to get food and water I need? (Ref: P75., Focus On Australian Topics, Karen Munn, Ages 5-8)

Students develop a concept map for one of the following:

Who helps me....to be safe at school, home and in the community?

Who helps me....if my home is damaged in a flood?

Students complete the worksheet, ‘Who Helped me Today?’ (P.79 - Focus On Australian Topics, Karen Munn, Ages 5-8) -responses to be shared within the class.

Students play, ‘10 Questions’ (student draws card and remainder of class ask 10 questions to try and guess the identity) using flash cards showing community members at work, or community groups at work..

Students complete the worksheet, ‘How Can I be a Better Helper?’ (P.86 - Focus On Australian Topics, Karen Munn, Ages 5-8) - responses to be shared within the class or within groups.

EVALUATION:

DNPS Stage 1/2 UNIT:-” HELPING HANDS”

Teaching Program

Teaching and Learning Activities

Learning Sequence 2: Roles, rights and responsibilities within the community

Stage 1/2

Teacher to organise a class visit by someone in the community (But **NOT**, local government employee) eg. policeman, community health worker, nurse, doctor, search and rescue, Red Cross to examine how they help in the community.

Students to ask, at the very least, the following questions:

What decisions do you need to make everyday? Who do you help? How do you help? What sacrifices do you make to do what you do? Who else helps you to do what you do?

After Visit:

Stage 1

Using the computer and ‘Microsoft Publisher’, design and make an ‘Appreciation’ certificate that can be used to present to people in your family, school, class, community in appreciation of what they do.

This to be mailed to visitor!

Stage 2

Complete an information report detailing how the visitor helps us.

EVALUATION:

DNPS Stage 1/2 UNIT:-” HELPING HANDS”

Teaching Program

Teaching and Learning Activities

Learning Sequence 2:Roles, rights and responsibilities within the community

Stage 1/2

What is a right?-teacher defines!

Discussion-What rights do children have at school?-List these!

What are the school rules and how are they aligned to rights (reference to above list!)?

Examine scenario: Students want more playground equipment. What process do they go through?

eg. class decides-request to SRC-SRC votes-request given to P’Pal-P’Pal examines possibility and looks into budget viability, need, fundraising (P&C)-staff consultation-purchase (quotes)

Stage 1

Select a game/sport. List 3 rules.

What happens if there were no rules for 1 side? -Write 3 possibilities, eg. Side A has 15 players on a netball court and Side B has 7. It wouldn’t be fair. One side would always win.

A soccer team catches the ball and runs with it. The other side can’t get the ball.

Stage 2

What rules does society have so that Rights are protected?

Examine the right to be safe, cross referencing to laws and rules. eg drive on the left

What would happen in scenarios where there was no protection? (see worksheet, ‘Rules, Laws and Safety’)

EVALUATION:

DNPS Stage 1/2 UNIT:-” HELPING HANDS”

Teaching Program

Teaching and Learning Activities

Learning Sequence 2:Roles, rights and responsibilities within the community

Stage 1/2

Teacher to organise a class visit by someone in local government eg. mayor, engineer, town planner, councillor to examine how they help in the community.

Students to ask, at the very least, the following questions:

What decisions do you need to make everyday? Who do you help? How do you help? What roles do various people in the council have? What are their responsibilities? How are decisions made? How are councillors and the mayor elected?

Stage 1

Complete a diagramatic report detailing how the council helps us (see worksheet, 'How the Council Helps Us')

Send a certificate of appreciation, as before, to visitor!

Stage 2

Investigate and complete a report detailing how the council and others (eg Red Cross, Community Health) help us (see worksheet, 'Organisations that Help Us')

EVALUATION:

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Teaching Program

Teaching and Learning Activities

Learning Sequence 3: Roles, rights and responsibilities within the dreamtime aboriginal community

Stage 1/2

Students to watch 2-3 episodes of DVD –The Dreaming, to learn about ancient aboriginal culture. (NB. Select episodes that involve decision making within tribes) -discuss decision making, roles and responsibilities that crop up from DVD.

If possible, teacher to organise a class visit by an aboriginal elder. If not possible, the following questions to be examined as a case study.

Students to ask, at the very least, the following questions:

What were the responsibilities of different tribal members? What decisions did the tribal members make everyday?

How were decisions made? How was a tribal chief elected? What initiations/ceremonies did the tribe have?

What roles did various people in the tribe have (hunting, cooking, child rearing, medical, law and order)?

Students complete project using supplied sheets, ‘Aboriginal Roles’.

EVALUATION:

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Teaching Program

Teaching and Learning Activities

Learning Sequence 4:

Stage 1/2

EVALUATION: