

# My communities:

What's happening in my community?  
Who is looking after me?



MEETING PLACE

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## Tuning in:

Sing something from Playschool about community or make up some little rhymes or jingles about community:

e.g.

'Are you sleeping?'

What is my job? What is my job? Can you guess? Can you guess? [\_\_\_\_\_]

Ex. I help people get well. [\_\_\_\_\_]

Ex. I help people get well.

Who am I? Who am I?



OR:

Walking in the sunshine off to the river. I am playing with my sister etc,

OR

Going to the Doctor to see what I have done. Why not is my finger hurting? I think I've hurt my thumb...

Make these up! Just try it...

An integrated inquiry program for Kindergarten

drawing  
TO LEARN



Take a full length photo of each child in the class and then group them and a whole class photo.

This is their school community.

Cut out the photo of every child and laminate it ready to use in their constructed communities in the block corner or on the mural that they create. e.g like a shadow puppet

Blu tack the laminated photo of the child, so that you can move the photo around to all the communities that they are familiar with.

**Tuning in:**

Move everyone in the class to the block corner:

Get consensus from the children about communities. What are they? What do they think?

Do something like a mind map with them so that you collect all of their thoughts.

Choose which space in the block corner will hold which community and what buildings are needed where.

Find a compic symbol for each type of community that they have chosen: print two copies of symbols: Use one on wall mural and the other on block construction. e.g.



Then watch the play...Help with the structure and support collaboration and decision making amongst the group. Which community goes where? What does it need?



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Place the symbols as signs near each designated block community.

Attach the laminated photos of the children to fold back clips so they can move them around within the constructed community buildings. Take some photos of each community constructed. Print these off for display near the mural

Recorded language of these play interactions will provide fodder for further discussions or insights that the children may have on communities.... but also record their language skills.

Cut a pile of card into large shapes and decorate around the edges with the children. Match the shapes with a chosen community. E.g. church or the Art centre or the Shopping centre or football club



Create connectors or paths for between the communities with lines or dots.



**Finding out:**

Take the children on a Community excursion:

Take lots and lots of photos in the community and communities that they live in. Ask them lots of questions. Get them to think about where they belong:

When you get back to school, get the children to choose 5/6 photos of the communities that they belong to....

Identify what the children know about these communities. WWWWH



Invite community people back to the classroom to talk to the children about their role in the community. What do they do?

Get the child's view about what they think the community job entails. Now ...invite the nurse or the garage man or the art gallery lady or the policeman to tell the children all about the purpose of their role in their community.

1. Include children's predictions on the functions of parts of the community.
2. Build consensus or data on ideas and predictions.
3. How do the various components of the community fit together? How do they work together to help us, family etc.
4. Are their various functions evident in connection to the school? (Eg. Canteen, sporting etc.) explore these with the children too.



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Get the children prepared to ask WWWWH questions.

Use a prompt question bag with Who What When Where How prompts inside. Children choose questions.

Rehearse these before the guest speakers visit.

Use the K/P speaking and listening outcomes to teach them:

*Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact.*

Record the children asking their questions on video when the visitors come.



Place the community shapes with symbols and connectors onto the pin up board....

Start placing the agreed community images/photos into the community shapes with the appropriate symbol on the 'My communities' collage after collating the children's suggestions.



**Sorting out:**

Get each child to choose one community group. Move their photo into the community group scene. Get them to draw what they do in the community group. What happens? Who does what? Get some wool and connect the child's drawing of their actions to the community group.

Encourage them to think of the different ways of 'being' in each community group and what they do there. e.g.

At school they read...

At the shops they buy.....

At church they play games...

At football they play footie....

At the hospital they visit..... etc.

Over the next few weeks get every child to identify 4/5 community groups on the mural and what they do there.

Identify why they are connected to the group.

Get them to have a sense of themselves as part of something bigger.

Add their thinking and writing to the community display.

**Going further:**

Invite the community members back to the Kindergarten for afternoon tea. Write invitations with the children: Get them to make sandwiches and drinks on the day and give them the responsibility of looking after one visitor.

Train the children to welcome the visitor and bring them into the room.

The child needs to show the visitor the work that they have done, give the visitor a seat and bring them sandwiches and cake. Encourage the child to sit next to their visitor. That's their special person!

Create thank you/we are grateful cards for visitors afterwards.

Address and post them to the community member

**Then:**

Start exploring the concept of identity in families in the same way.

Use the same interview techniques with family members to elicit a wider view of the impact of the community components