



Me and My Community

Theme

Belonging and communication.

By understanding who is in their community and what their place in the community is students will be able to explore the best ways of communicating important messages.

Key learning/Subject areas

- English
- Health and Physical Education
- Studies of Society and the Environment

Detailed curriculum links are included at the end of this document. Tasmanian teachers please note – this lesson plan will assist students to develop skills in Thinking, Communicating, and Social Responsibility.

Duration

Duration: 5 – 10 periods

This will depend on the amount of time you allow for the students to research the target community group and whether or not the optional Step 3 is undertaken.

Objectives

On completion of this activity students will be able to:

- articulate a sense of their own personal belonging to a wider community
- understand the demographic profile of their community
- recognise migrants' and refugees' past experiences and the impact of these experiences on responses to emergency situations
- understand effective ways of communicating key messages to a target community including alternative ways to communicate
- understand the essential elements of an effective communications strategy.

Students will develop a *Me, My Communities and Belonging* chart and a personal timeline, conduct research into a target community, report to the class and develop a basic communication strategy.

Introduction

Think about your place in the world, the different communities you belong to and what makes you, YOU!

These activities encourage students to consider individual and community perspectives and explore their sense of belonging as a citizen of the world. Working individually and together, students will develop their understanding of the sensitivities of communicating with different communities, strengthen the similarities and devise a communications strategy for a target community audience.

Students learn about the diversity within their community and identify the most effective ways of communicating emergency messages to different cultural and language groups in their community.

Prior Learning

Students will need to have experience with:

- working effectively in groups
- the Think/Pair/Share process
- collecting data and presenting it in graph format (possibly through using MS Excel or other graphing software).

Materials required

1. Worksheets

There are two worksheets for this lesson plan. The first *Me, Communities and Belonging* worksheet is for individual students. Worksheet 2 is to be used in small group research and the development of the basic Communications Strategy.

2. Timeline activity

If you choose to get your students to complete the individual personal timeline activity, you may need to provide large sheets of paper, textas, pencils, glue (etc) to help them construct this.

3. Web links

Student access to internet-connected computers will be needed to collect the following community demographic information:

Australian Government, Department of Immigration and Citizenship, Community

<http://www.immi.gov.au/media/publications/statistics/comm-summ/summary.htm>

Australian Bureau of Statistics

<http://www.abs.gov.au/>

Australian Bureau of Statistics – 2006 Census data

<http://www.abs.gov.au/websitedbs/d3310114.nsf/home/Census%20data>

New South Wales:

New South Wales Government, Community Relations Commission for a multicultural NSW

http://www.crc.nsw.gov.au/communities/the_people_of_nsw

South Australia:

Multicultural South Australia

<http://www.multicultural.sa.gov.au/statistics.htm>

Victoria:

Victorian Multicultural Commission

<http://www.multicultural.vic.gov.au/population-and-migration>

Victorian Multicultural Commission, community profiles

<http://www.multicultural.vic.gov.au/population-and-migration/victorias-diversity/community-profiles-2006-census>
<http://www.multicultural.vic.gov.au/population-and-migration/victorias-diversity/community-profiles-2006-census>

Western Australia:

Government of Western Australia, Office of Multicultural Interests, Community Profiles

http://www.omi.wa.gov.au/omi_diversity_statistics.cfm

Oxfam Australia

<http://www.oxfam.org.au/publications/teaching/index.html>

This is a resource for teachers, adaptable for students of a variety of ages, from upper-primary to year 12 students. These resources aim to give teachers material that they can use to inform students of the many activities that Oxfam Australia is involved in.

Oxfam UK

http://www.oxfam.org.uk/education/resources/dealing_disasters/?25

This resource features detailed background information, case study material, and lesson plans to help you tackle these questions in your classroom. Activities cover floods, earthquakes, hurricanes, and famine, and there is particularly detailed case study material about Bangladesh.

How do I teach this activity?

Step 1 – Whole class activity: brainstorming

Begin with asking your students to think about what the words *belonging* and *community* mean.

Ask them to brainstorm on a piece of paper the words that they think of when they reflect on *belonging* and *community*. (Brainstorming is a good way to encourage students to think broadly.)

Spend 5 minutes sharing these words and noting them on the whiteboard. (If you have access to Post-it notes, you could hand these out and get the students to jot down one word per Post-it and then ask them to display these on the wall.)

Step 2 – Individual activity: Belonging

Ask your students to think about the different groups they belong to.

Using Worksheet 1 – *Me, My Communities and Belonging*, give them time to identify these groups. You can model this yourself as you identify the groups you belong to.

The students start at the centre of the circle, where *ME* is written. Then they move out from the circle, identifying their Family -> Extended family -> Local Community / Friends / School -> Suburb -> City -> State -> Nation ->World.

As they complete each circle, ask the students to write phrases describing each group.

You can start them off with statements like the following:

ME	I am (name). I am (age). I like (hobbies, sports).
FAMILY	I have (members of family – brothers, sisters, parents). Their names are: ... Their ages are: ... The language we speak at home is ...
EXTENDED FAMILY	These are my (aunts, uncles, cousins, grandparents etc). They live (location).
LOCAL COMMUNITY	I belong to these groups in my local community (cultural dance group, sporting club, school etc).
FRIENDS	My friends are (list names, ages, genders, cultural and linguistic backgrounds).
SUBURB	I live in (name of suburb). What I like about my suburb is ...
CITY	I live in (city). What I like about my city is ... The groups in the city I identify with are (sporting, cultural, artistic etc).
STATE	I live in (state). I would describe my state as (location, weather,

	population, demographic breakdown etc). The groups in the state I identify with are (sporting, cultural, artistic etc)
COUNTRY/NATION	I live in (country). I was born in (country). I like my country because ... How I feel about my country ... The groups in the country I identify with are (sporting, cultural, artistic etc)
THE WORLD	How I feel about the world is ... The groups around the world I identify with are (sporting, cultural, linguistic, artistic etc)

Once they have completed this activity, they could extend it by adding drawings, photos and as much detail as they would like.

Step 3 – Individual activity: My timeline (optional)

Using their own workbooks or A3 paper provided, ask your students to identify key events that have helped to make them who they are.

It may be helpful to brainstorm some key events. Ask them to think about:

- their birth
- first day at school
- first arrival in Australia
- first making a friend
- first time they played sport
- when they first learned to read or speak English etc.

Each student simply fills in the events that stand out for them personally over the period of time (from birth – now). They can illustrate the event, bring in photos or artefacts that depict the event and write a brief overview of why each event in their personal timeline has been significant to them.

Step 4 – Small Group Activity: Think, Pair, Share

Once the *Me, My Communities and Belonging* and the optional *Timeline* activities are completed, organise the students in pairs or groups of 3.

Ask them to share their work and reflect on these questions:

- Which groups do I most identify with? Why?
- What have been some important events in my life so far? How have these impacted on how I view the world and communicate with others?
- How do I communicate best with different groups? Do these groups have different ways of communicating? Why?
- What symbols do different groups use to identify themselves and how do these symbols to show that someone is part of the group?

Step 5 – Whole class activity

As a whole class, ask the students to report back on the different groups they all belong to.

Pose the questions:

- Who makes up our school community?
- What are the different cultural identities held in the community?

Students may not be able to correctly identify some cultural, ethnic or religious groups. Accept their suggestions, and if necessary correct them. It is important to write up on the whiteboard the correct name and spelling of each cultural and language group. (You will need to be prepared beforehand to help you with this.)

From this discussion, collect data on the language, country of origin, cultural and religious backgrounds of all your students.

As a group, discuss the backgrounds/profile of different groups within the community.

Ask the students to graphically represent this information. They could use graphing software such as MS Excel to help them.

Step 6 – Small group activity: research

Once the graphs have been completed, break your students into mixed ability cooperative groups of 4-5 students.

The task for each group is to select one language, cultural, nationality or religious group that they will need to research. Ask them to complete the table in *Worksheet 2 – Finding out about a Community Group* based on what they have learnt about the demographics of their community. They can also refer to the websites listed in this lesson plan to help them find out more about the community.

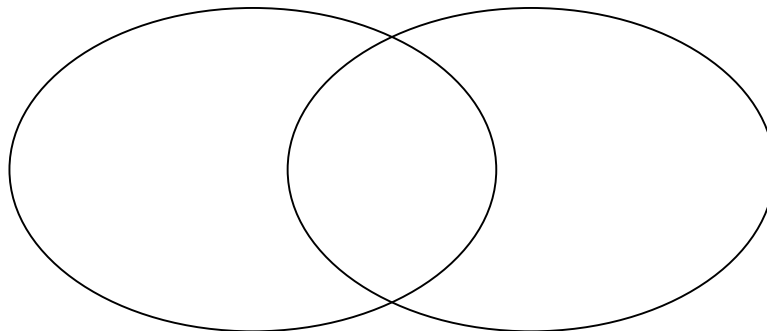
As they research their group and answer the questions in the table, your students will be developing an understanding of the best ways to communicate with members of their target community.

Once they have done their research, they will need to work together to devise a basic *Communications Strategy* for effectively communicating with their target group. This is the second part of *Worksheet 2*. Explain to your students that now they know a little more about the people and communities in their area, it's time to think about which methods would be most effective in reaching these communities. Emphasise that for this lesson plan, students are not expected to develop an actual message.

Step 7 – Whole class activity: communication sensitivities and similarities

Once the research has been completed and your students have devised their basic *Communications Strategy*, get them to present this to the whole class.

As you go, draw up a Venn Diagram on the whiteboard.



Identify the similarities and differences of communicating with the different community groups.

Where the circles overlap, write in the similarities to show your students that, while we are all different, in many ways we are all very similar as well.

What's next?

Once these activities have been completed, you could go on to the *Take the Communication Mission* lesson plan where your students are placed in the role of advertising executives whose roles are to design and produce a TV or radio advertisement to help newly arrived people and those in their community with lower level English language skills to be better prepared for an emergency situation.

Teacher Notes - What should I consider?

Language

- Provide word lists with names of countries, languages, cultural/ethnic groups.
- Provide glossaries of terms used in demographic information.

Culture

- Be sensitive to how cultural groups prefer to be defined.
- Prepare the class by emphasising what is expected of them in these activities and what the outputs will be. You will have explained that this exercise is to help everyone learn about all the many sub-groups that make up their community, the different experiences of these people and communities and the different ways that these communities access information.
- Be sensitive to the traumatic experiences that some communities, students and their families may have experienced. The sections in the teaching guide about CALD students outlines the importance of family and your school community have quite a bit of information about how past experience of civil strife impacts on people's responses in emergency situations. Links to other agencies and programs are also provided. Of course, you will need to use your own professional judgement if there is potentially any element within this activity that may cause any of your students distress. If you are concerned about this, you might ask them to write from the perspective of a fictional

character or in the third person. Students need to feel safe if they are to outline particular family characteristics especially those outside the 'norm'. If they feel they will be ridiculed they will not speak out.

You may need to spend time doing some trust building work in the lead up to this activity. Be sensitive to the traumatic experiences some families and communities might have experienced.

Prepare the class by emphasising the learning objectives of this activity.

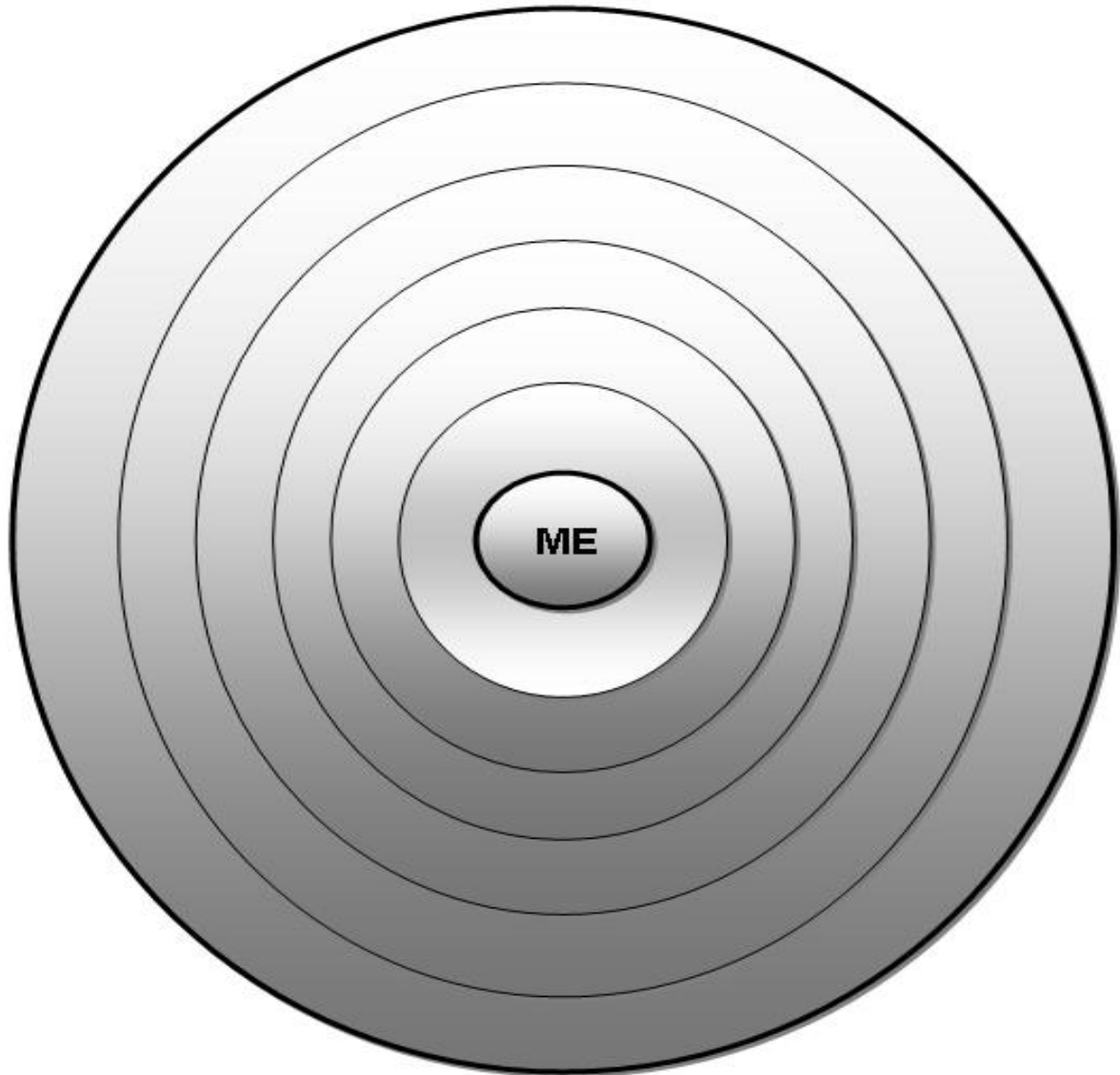
A key objective is to validate the many approaches and experiences amongst the students in the classroom.

Remember the different world views about what constitutes a family; gender roles; power differences; the role of experts ... (etc)

Worksheet 1

Me, My Communities and Belonging

We all belong to different communities. What communities do you belong to?



Start at the centre of the circle, where **ME** is written.

Then move out from the circle, identifying your Family -> Extended family -> Local Community > Friends / School -> Suburb -> City -> State -> Nation ->World.

Worksheet 2

Finding out about a Community Group

Your target community group:

It's time to do some research and ask people in the community for their input in order to complete the table below. Do you know anyone you can interview? Is anyone in your class from this community?

Once completed, the separate tables that you and your classmates have produced will come together to highlight the different things one must consider when developing a successful communication strategy that will reach everyone in your community.

Find the answers to the questions listed in the “what I need to find out about” column and include some extra questions you have designed yourselves. Jot down your notes in the right hand column.

What I need to find out about	Notes
Communication sensitivities and considerations	
<p>What are the things you need to be aware of when communicating with this group?</p> <p>Think about:</p> <ul style="list-style-type: none">▪ Cultural sensitivities (what can be said, to whom and why, etiquette, what's considered well-mannered etc)▪ The main contact people in this group (gender, age etc)▪ Communication channels (do they have a community newspaper, neighbourhood house, community centre, website, magazine etc?)▪ The target language (do they speak a language other than English? Does it use Latin script or a different script? Is it best to communicate with this group in both English and the target language?)	

Important background information	
What is the country of origin or region? How might this impact on the community group?	
What are the reasons for migration? <ul style="list-style-type: none"> Was it for conflict, economic or political reasons? Are many members of this community still in the country or region of origin? How might this affect their view of government, emergency service workers, people wearing uniform etc? 	
Is it a refugee community? <ul style="list-style-type: none"> How might this affect their view of government, emergency service workers, people wearing uniform etc? 	
How long have many community members been in Australia? <ul style="list-style-type: none"> Does this affect how you would communicate with them? 	

Target language for your communication	
What languages are spoken at home and in the community?	
If people are able to speak English, how would you describe their comfort levels and ability in understanding any communication that might be in English?	
Are they likely to be literate in their own language?	

The best ways to communicate with this group	
Does the community rely on community leaders for information?	
Does this group use technology (like email and the Internet, TV, radio etc) to communicate with each other?	
Other questions you might have:	

A Basic Communications Strategy

To help communities be better prepared for an emergency, it's important to be able to communicate effectively with them. Developing a communications strategy helps with this.

Using your notes above, devise a basic communications strategy under the following headings:

1. From your own point of view, what do you think are the best ways of communicating with people like you and the classmates in your group?
2. In terms of your target community, what do you think would be the best way to communicate with them?
3. Who would you communicate with in this community? How would you communicate with them?
4. What would be the best communication channels to use?
5. What languages would you use in your communications?
6. How would you combine your message with other strategies like images, community symbols etc?
7. What are the 3 key things that you would do in order to get an important emergency message out to this community? Why are these important?

Curriculum Links

Tasmanian teachers please note – this lesson plan will assist students to develop skills in Thinking, Communicating, and Social Responsibility.

Curriculum links – Studies of society and environment:

ACT	NSW	Qld	SA	Vic	WA
<p><u>Culture Level 6</u></p> <p>Analyses the way societies or communities foster a sense of unity while still maintaining their cultural differences.</p>	<p><u>Geography Stage 5</u></p> <p>5.3 Selects and uses appropriate written, oral and graphic forms to communicate geographical information</p> <p>5.8 Accounts for differences within and between Australian communities</p>	<p><u>Culture and society: cultural perceptions Level 6</u></p> <p>Perceptions of cultures associated with a current issue</p>	<p>nil</p>	<p>nil</p>	<p>nil</p>

Curriculum links – Health and physical education:

ACT	NSW	Qld	SA	Vic	WA
<p><u>Health of individuals and the community Level 6</u></p> <p>Plans programs to meet the different needs of individuals and groups.</p> <p><u>Safety Level 6</u></p> <p>Evaluates programs and services within the community that promote safety</p> <p>Predicts some of the likely effects that a range of writing styles may have on particular audiences</p>	<p><u>Communicating Stage 5</u></p> <p>5.11 Adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations.</p>	<p><u>Promoting the health of individuals and communities Level 6</u></p> <p>6.3 Students devise personal and community strategies to respond to potentially unsafe situations and behaviours.</p>	<p><u>Health of Individuals and Communities Standard 5</u></p> <p>5.6 Critically analyses the immediate, short- and long-term consequences and the inter-relationships of behaviours that affect the health of communities.</p>	<p><u>Health knowledge and promotion Level 6</u></p> <p>... identify the health services and products provided by government and non-government bodies ...</p>	<p>Nil</p>

Curriculum links - English:

ACT	NSW	Qld	SA	Vic	WA
<p><u>Writing Level 6</u></p> <p>Writes in a variety of ways to explore complex issues for specific and general audiences</p>	<p><u>Stage 5</u></p> <p>7 Selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts, and describes and explains their effects on meaning</p> <p>10 Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning</p>	<p>Syllabus under revision.</p>	<p><u>Texts and contexts Standard 5</u></p> <p>5.4 Composes a range of texts that include detailed information and explore different perspectives about diverse topics or issues and adjusts the text to produce an intended effect upon the audience.</p>	<p><u>Writing Level 6</u></p> <p>... select subject matter and begin to use a range of language techniques to try to position readers to accept particular views of people, characters, events, ideas and information</p>	<p><u>Writing Level 6</u></p> <p>Writes with a clear sense of purpose and structure, exploring different perspectives, experimenting with language conventions and varying their expression to enhance effect and to meet the expectations of different audiences</p>

Curriculum links – The Arts:

ACT	NSW	Qld	SA	Vic	WA
<p><u>Media Level 6</u></p> <p>Identifies and analyses a range of media texts and discusses responses to them.</p>	<p>nil</p>	<p><u>Media Level 6</u></p> <p>ME 6.3a Students evaluate how contextual influences can contribute to personal interpretations of media.</p> <p>ME 6.3b Students evaluate social, political and economic influences operating on the production of public, commercial and independent media.</p>	<p>Nil</p>	<p>Nil</p>	<p>nil</p>