

# WHERE I LIVE

## ACHASSK091 ACHASSK093

### Year 4

#### Essential concepts:

- Students continue to build on their understanding of civics and citizenship through the concepts of democratic values, rights and responsibilities, and participation. They explore the purpose and services of local government and how this contributes to community life.
- The notions of belonging and personal identity are further developed to encompass laws, the importance of laws in society and cultural diversity.

#### Achievement standard:

- Students identify the role of local government in the community, and recognise that people's identity can be shaped through participation in a community group.

Curriculum descriptor	Suggested Lessons	Resources	Assessment	Excursions
<p><b>Content:</b> ACHASSK091</p> <p><b>Skills:</b> WAHASS29</p> <p><b>Cross Curriculum Priorities:</b> Nil</p> <p><b>General Capabilities:</b> L, CCT</p>	<p>Lesson 1: Focus Questions:</p> <ul style="list-style-type: none"> <li>• What are your local council and what services are provided?</li> </ul> <ol style="list-style-type: none"> <li>1. As a class, discuss the local government area (council or shire) your school is in, and some features of a local government.</li> <li>2. Visit the local government website to gather more information.</li> <li>3. Use the recommended activity to have a class discussion and record data.</li> <li>4. Opportunity to plan an excursion to your local council, library or recycling centres.</li> </ol>	<p><a href="#">Local Government Area List</a></p> <p><a href="#">WALGA Online Local Government Directory</a></p> <p><a href="#">Local government area activity</a></p>		<p><a href="#">Red Hill Waste Management Facility School Excursions for council areas of Bassendean, Bayswater, Belmont, Kalamunda, Mundaring and Swan.</a></p> <p><a href="#">Tamala Park Landfill, Recycling Centre and Education Centre</a></p> <p><a href="#">City of Perth Library School Visits</a></p> <p><a href="#">City of Swan Library tours and visits</a></p> <p><a href="#">City of Joondalup waste education</a></p>

				<a href="#">Mindarie regional council – we love talking rubbish</a>
<p><b>Content:</b> ACHASSK091</p> <p><b>Skills:</b> WAHASS37</p> <p><b>Cross Curriculum Priorities:</b> Nil</p> <p><b>General Capabilities:</b> L, CCT</p>	<p>Lesson 2: Focus Questions:</p> <ul style="list-style-type: none"> <li>• What is great about my local sporting team or a local community group?</li> </ul> <ol style="list-style-type: none"> <li>1. Task: students create an A4 poster promoting community involvement in their local sport team or a local activity.</li> <li>2. Class discussion to consider information needed to create a poster. Consider the questions who, what, when, where, why and how.</li> <li>3. Discuss language and design features to attract people to look at the poster.</li> </ol>	<p><a href="#">Sport and Recreation @DLGSCsport Twitter Account</a></p> <p><a href="#">City of Wanneroo beach wheelchairs</a></p>		
<p><b>Content:</b> ACHASSK091</p> <p><b>Skills:</b> WAHASS26</p> <p><b>Cross Curriculum Priorities:</b> ATSIHC,</p> <p><b>General Capabilities:</b> L, CCT, ICT PSC, EU, IU</p>	<p>Lesson 3/4: Focus Questions:</p> <ul style="list-style-type: none"> <li>• What are some connections to the past and to Aboriginal histories within my local area?</li> </ul> <ol style="list-style-type: none"> <li>1. Students locate the school's local government area on the AIATSIS map of Indigenous Australia, e.g. Perth is Wajuk.</li> <li>2. Listen to stories from the Whadjuk trail network Noongar information.</li> <li>3. Discuss Noongar names for plants and animals, and what their uses are.</li> <li>4. Read dreamtime stories from Joondalup Mooro Boodjar resource.</li> <li>5. Discuss how do the dreamtime stories explain how elements of nature were created?</li> <li>6. Brainstorm unique aspects of your local area such as animals, trees and land forms.</li> <li>7. In small groups students choose one aspect and complete a KWL chart. Pose interesting</li> </ol>	<p><a href="#">AIATSIS map of Indigenous Australia</a></p> <p><a href="#">AUDIO: Whadjuk Trail Network Noongar Information</a></p> <p><a href="#">Joondalup Mooro Boodjar</a></p> <p><a href="#">KWL chart – local landforms, animals or plants</a></p>		<p><a href="#">Indigenous Tours WA</a></p> <p><a href="#">Kings Park Education</a></p> <p><a href="#">Parks and Wildlife Service Excursions</a></p>

	<p>questions. Conduct research and share learning with the class.</p> <p>8. Extension: students create and tell their own dreamtime story based on their research.</p>			
<p><b>Content:</b> ACHASSK091</p> <p><b>Skills:</b> WAHASS37</p> <p><b>Cross Curriculum Priorities:</b> ATSIHC, S</p> <p><b>General Capabilities:</b> L, CCT, PSC, EU, IU</p>	<p>Lesson 5: Focus Questions:</p> <ul style="list-style-type: none"> <li>What is great about my local council area?</li> </ul> <ol style="list-style-type: none"> <li>As a class, brainstorm the local council area. What makes them proud of their local area? What is there to see and do? Consider wildlife, activities, nature and environment.</li> <li>In pairs, create a check list of favourite things to see and do in the local government area.</li> <li>Opportunity to discuss sustainability, conservation of natural environment and local connections to ATSIHC. Use Parks and Wildlife website to search for local information.</li> <li>Students provide reasons for the items listed and include drawings or researched pictures.</li> <li>Share checklists with the class.</li> </ol>	<p><a href="#">Constitutional Centre Loan Box Program *regional and remote schools only</a></p> <p><a href="#">Parks and Wildlife Service</a></p>		<p><a href="#">Visit to Constitutional Centre of WA</a> This program focusses on the need for rules at school and the purpose of Local Government. Students discover the services provided by Local Government through a fun and interactive fishing activity. The program concludes with a letter writing activity to their local government leader. <a href="#">Make a booking</a></p>
<p><b>Content:</b> ACHASSK093</p> <p><b>Skills:</b> WAHASS33</p> <p><b>Cross Curriculum Priorities:</b> ATSIHC</p> <p><b>General Capabilities:</b> L, CCT, PSC, EU, IU</p>	<p>Lesson 6: Focus Questions:</p> <ul style="list-style-type: none"> <li>What are some connections to the past and to Aboriginal histories within my local area?</li> <li>How do different people celebrate?</li> </ul> <ol style="list-style-type: none"> <li>As a class watch the smoking ceremony video. Discuss what is important about it? How does it bring people together?</li> <li>Listen to audio files on family. How do people celebrate? What is important in their families?</li> <li>Watch the video Founding Coolbaroo Club. What was important about this club to the community?</li> <li>As a class discuss students own experiences of family and community. What do they celebrate? How do people come together? Might discuss Australia Day and community events.</li> <li>Opportunity to plan a community event in your classroom.</li> </ol>	<p><a href="#">VIDEO: Smoking Ceremony 3m2s</a></p> <p><a href="#">AUDIO and TRANSCRIPT: Joe Northover talks about family celebrations 1m41s</a></p> <p><a href="#">AUDIO and TRANSCRIPT: Martha Borinelli talks about the Noongar culture of sharing 1m06s</a></p> <p><a href="#">VIDEO: Founding Coolbaroo Club – film clip 3m36s</a></p>		<p><a href="#">City of Wanneroo Aboriginal Experiences</a></p> <p><a href="#">Joondalup history and heritage for schools</a></p> <p><a href="#">City of Fremantle Aboriginal Engagement</a></p>

<p><b>Content:</b> ACHASSK091</p> <p><b>Skills:</b> WAHASS038</p> <p><b>Cross Curriculum Priorities:</b> ATSIHC, S</p> <p><b>General Capabilities:</b> L, CCT, EU, PSC</p>	<p>Lesson 7/8: Focus Questions:</p> <ul style="list-style-type: none"> <li>What do you need to design a great local park?</li> </ul> <p>Task: plan a new park for your neighbourhood.</p> <ol style="list-style-type: none"> <li>As a class brainstorm: <ul style="list-style-type: none"> <li>Who might use a park?</li> <li>What are different uses of a park?</li> <li>What facilities does a park definitely need?</li> <li>What nature and wildlife would you like to see there?</li> <li>Could you recognise Aboriginal histories?</li> <li>Can you consider sustainability such as water wise plants and native plants?</li> <li>Opportunity to discuss sustainability. Use the brochures to discuss things people can do to look after the environment.</li> </ul> </li> <li>In pairs, students discuss these ideas and together decide on the best ideas for their park. Record, ideas and then design a park and complete assessment task.</li> </ol>	<p><a href="#">Waterways and wetlands brochure</a></p> <p><a href="#">To feed or not to feed- feeding the birds causes more harm than good brochure</a></p> <p>Additional resources: <a href="#">Class Collage - Teaching &amp; Learning Resource</a></p> <p><a href="#">Classroom Activity - Mapping My Way to School</a></p> <p><a href="#">How to Peddle a Winning Brekkie Event</a></p> <p><a href="#">Your Move Program –a free program helping students get active by increasing walking, scooting and riding to school.</a></p>	<p><a href="#">Where I Live assessment task and marking rubric</a></p>	

Key			
ATSIHC	Aboriginal and Torres Strait Islander histories and cultures	N	Numeracy
AAA	Asia and Australia's engagement with Asia	ICT	Information and Technology capability
S	Sustainability	CCT	Critical and creative thinking
L	Literacy	PSC	Personal and social capability