



Me and my community

Key Learning Area
Studies of Society and Environment
Civics and Citizenship
English
Mathematics

Year levels
Prep to Year 2

Activity overview

The following sessions aim to develop students' understanding of the natural and built areas of their school and local community that enable them to participate in sports and other individual/group activities. Students consider how their sporting interests may be affected and/or influenced as they grow and change over time. They begin to understand and accept that each person has different interests, skills and abilities.

Time required

Four sessions of 30–45 minutes

Materials

- *Worksheet 1: Our school* and *Worksheet 2: Sports I play now and in the future*
- magazines, students' photographs from home, AFL football team logos

Preparation

- Draw a basic map of the school on a whiteboard or large sheet of paper for activity 1 and photocopy Worksheet 1 (one per student).
- Photograph or create drawings on card of local community sporting complexes, beach/club rooms, community hall and religious buildings.
- Arrange for students to bring photographs of themselves and of their team/club or group for use in activity 2 and 4.
- Photocopy Worksheet 2 (one per student) for activity 3.
- Collect a range of magazines and print a selection of AFL football team logos for activity 4.

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Activity steps

What games and sports can we play in our school?

1. Discuss as a class the types of games and activities that students play at recess and during physical education sessions at school. Draw a large basic map of the school and ask students to identify the main areas and add appropriate labels. Introduce terms to develop their spatial relations (ie next to, beside, in front, towards, away from) when asking questions about moving from, and to, different locations.

List/draw the types of activity on card such as football, basketball, ball games, running games, dancing, playing. Ask students to place the card on the map where the activity would usually be played. Ask them to describe a reason for playing the activity in that location, for example:

- 'We play AFL football there because there is grass in case we fall and space to kick the ball.'
- 'We play chasing games here because you can hide and there is space to run.'

Ask students to complete the sentences which link an area in the school with a type of activity they play. Students record their ideas using *Worksheet 1: Our school*. Students can refer to the list of sports/activity words developed earlier.

Make a class list to compare the types of games played in each area. Discuss what is common about the activities played in each area. Make links between the area and what makes it useful for the type of activity.

Sporting groups and other groups in our local area

2. Ask students to identify the teams/clubs/groups to which they belong and participate, eg junior football club, netball club, dance group, gymnastics club, swimming club, lifesaving, scouts or guides, church group. Create a visual representation of the local community areas that enable people to meet as a large group and carry out the activity. The visual representation may include a diagram/photograph of the sports complexes, beach/club rooms, community hall and religious buildings. Ask students, and list, what is special about these areas. Discuss why they have been built/made available and what might happen if these areas were not available. Ask students where in our community they would go if they wanted to:
 - join in and start playing AFL football
 - join in and start playing netball
 - join in and start swimming/lifesaving
 - join in and start scouts or guides.



Model how to describe the natural and built areas by using a sporting ground, for example, where junior football is held. Discuss the built areas such as fences, toilets, canteen, club rooms, parking, shelter, seats and the natural areas such as grassed field and treed areas. Encourage students to consider the purpose of each.

Students draw a picture of themselves at one of the community complexes/areas participating with their team/club or group. They draw the parts of the built/natural environment that are important.

Sports I play now and in the future

3. Ask students to consider a sport they play now and what may happen as they get older. Discuss the time periods: now, being a teenager and then an adult. Provide students with *Worksheet 2: Sports I play now and in the future*. Students draw themselves playing the sport and showing what they believe they will be playing when they are a teenager and when they are an adult.

Share students' completed drawings and ideas. Discussion points may include:

- improved skills, training and sporting careers
- support from parents, family, coach and development of friendship groups
- options for refereeing/umpiring for boys and girls as they get older; for example, teenage girls and boys can train to be umpires in junior football which may develop into a career option.

Invite several young sportspeople to visit the class and describe the sports they played as they grew and changed, describing their earliest recollections of playing sport, significant events and support required along the way.

What I like

4. Discuss the previous activities that demonstrate the way in which each student is different and has different abilities and interests and belongs to various teams, clubs or groups. Explain that they can use a drawing/photograph of themselves to describe them as a person, including their likes, interests, clubs/groups they belong to, and their family members. Provide a list of the AFL football teams and their team logos so students can add this to their representation.

Share the different representations, identify similarities and differences and celebrate the diversity in the classroom. Ask students why this is important and beneficial.



Assessment ideas

- Use *Worksheet 1: Our school* as evidence towards students' understanding of the need for different types of areas (natural and built environments) within the school to play different activities. Assess students' ability to complete the sentences and read them aloud. Keep a checklist of students' ability to speak and listen in group discussion.
- Ask students what is special about the area where they live. Do they mention:
 - the activities they can do as a result of the areas/facilities provided
 - people including family, friends, school, team members etc?
- Students describe natural and built areas of the local community. Use students' drawings as evidence towards understanding these environments.
- Ask students to describe how they change over time and how that might affect their sporting interests and participation. Use *Worksheet 2: Sports I play now and in the future* as a basis for discussion.

Optional extension

- Create a graph of the different sporting complexes used by students. Identify commonly used areas.
- Create a graph of the different sporting interest across the class and interpret the results.



Worksheet 1: Our school

Name: _____

Add words to finish each sentence. Draw a picture in each box showing you playing in each area.

In the last box, choose your own area and draw yourself playing.

<p>On the grass I can</p> <hr/>	<p>On the hard ground I can</p> <hr/>
<p>Near the trees I like to</p> <hr/>	<hr/>

What is special about each area?

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Worksheet 2: Sports I play now and in the future

Name: _____

now	teenager	adult

Why did you draw yourself doing those sports?

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