# Projects for learning- Diversity, rights and connecting to community

This template has been designed for use during a preschool or early intervention class closure or extended absence.

The learning experiences provided are a resource that teachers can use to plan for children’s continuity of learning in the home environment while they are unable to access formal early childhood education. It has been designed to support teachers work with families to continue their child’s learning through planned experiences. Teachers may choose to adapt the experience to work within the context of the families they are providing for. Teachers should use knowledge of local Aboriginal communities to support the learning experiences.

Links to the Early Years Learning Framework (EYLF) and the teaching and learning planning cycle are included throughout this template.

## Planned learning

### **Observations of learning and current interests of children**

**Include observations from home and preschool.**

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### **Intended learning outcomes**

**Consider key components of the five learning outcomes.**

Child/ren will:

* recognise they have a right to belong to a family and many communities
* begin to show concern for others and an awareness of each person’s rights and perspectives
* become aware of connections, similarities and differences between people
* think about fair and unfair behaviour and develop the capacity to act with compassion and kindness
* listen to others’ ideas and respect different ways of being and doing
* become aware of ways in which people are included or excluded from physical and social environments
* express an opinion in matters that affect them and show concern for others
* use play to investigate, role-model and explore new ideas.

### **Intentional teaching strategies**

**Consider how the learning outcomes will be promoted through your actions, conversation and questions. Draw on strategies from each of the five learning outcomes.**

* Engage in interactions that promote respect for diversity.
* Introduce vocabulary to understand and articulate sense of community, respect for diversity and rights of the child.
* Model language that can be used to express ideas, negotiate roles and collaborate to achieve goals.
* Demonstrate positive responses to diversity and ethical issues.
* Notice and listen carefully to children’s concerns and discuss their perspectives on issues of inclusion and exclusion and what they perceive as fair and unfair behaviour.
* Allow children to investigate ideas, complex concepts and ethical issues that are relevant to their lives. Avoid making assumptions or using language that might blame others.
* Revisit concepts and make links across experiences to deepen understanding and clarify thinking.
* Encourage children to represent their experiences in their play and create a positive attitude with children towards differences.
* Use open ended questions to engage in conversation about the meaning of respecting differences, belonging to a community and the rights of a child.

### Holistic approaches to learning

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| Concepts to be developed  (Draw on the outcomes of the Early Years Learning Framework and consider how these provoke higher order thinking) | Experiences and resources for various learning environments  (Think about learning which may occur in various spaces across the day – indoors, outdoors, small and large group times and during routine times) |
| Children belong to multiple communities  Different roles within each community  Connection to family and others  Safety in the community, including road safety  Belonging to family and community groups | ***Belonging to community***   * Dicuss what is a community and think about the communities that each child belongs to. This may change based on child or family interest and at different stages in life. * Talk about family’s cultural backgrounds, values and traditions and how this contributes to each child’s sense of belonging to family and community groups such as religious groups, working groups, sporting groups and play groups. Think about the preschool group and promote a sense of community within the preschool. * Engage in experiences which support children to explore who they are and who they are connected to. Encourage them to create and share their own stories through the use of family and community photos, pictures from magazines and self drawn pictures. * Invite parents, grandparents or elders to tell stories from when they were a child, or about a special family event like a birthday, wedding or christening. Collate a photo album of pictures of children, their family, the groups they belong to and friends. Write a story about what was happening in the photos. * Use technology or a globe to identify where children live in the world, where their families may have come from and identify additional known communities they belong to. Research questions that arise. * Using a map of Australia, Aboriginal families to discuss and identify their connection to Country * Connect with the local community wheather or not you leave the preschool. Invite community members into the preschool to talk about their roles eg: librarian, police, firefighters, workers from the local supermarket, café’s or Aboriginal organisations. Alternatively, visit workers at their place of work or local community groups including nursing homes, community gardens or establish connections with sister schools or other prior to school services. * Discuss workers in the community. Role play and dress up as the services in the community (police, doctors, nurses, teachers, shop keepers, librarian). * Name the Aboriginal land the preschool is situated and identify prominent local Aboriginal community members and organisations (local AECG, Local Aboriginal Lands Council, Local Aboriginal Medical Service, etc).   *My community activities*   * Ask children to draw pictures of where they live. Take a photo of the front of their house or a street view of the property or unit building. Go for a walk and see if you can find some of their homes. Take a photo of the street sign or unit complex name. Map this against where other children live in the community. * Go on a walking excursion around your local shops/village. Find places such as the supermarket, post office, butcher, newsagent, library, and florist. Make a map of the local area – Where is the park? Where is the main road? Where are the shops? * Research: homes all around the world and discuss the types of house people live in. How is it the same or different from your own home? * Research food from different cultures and make foods from different cultures. Discuss where the foods come from and find images of people in these places. Repeat as often as possible. |
| Same and different  Respect  Everyone has needs and rights  Fairness and bias  The right to express opinions and be listened to  Fair and unfair | ***Respect for diversity***   * Discuss same and different. Use items or people to describe attributes to compare same and different. Talk about things which children have in common and what might be different. Acknowledge that it is a good thing to have individual differences. * Demonstrate the connectedness between the family and the preschool by engaging openly with the family about cultural backgrounds, values and traditions and acknowledge and celebrate these. * Create environments that demonstrate recognition of the child’s connection to the family and communities such as books at school with family photos or a belonging board with photos of children within their communities. * Use role-play at different times during the day and have practice discussions about how you might be the same in some ways and different in other ways. That’s what makes each of us special and unique. * Stories to extend discussions: All my friends and me, The Colours of Us, Colours of Australia (song). Find images of children around the world. Discuss attributes same and different within images. * Visit the [UN World Happiness Project](https://www.flickr.com/photos/un_photo/albums/72157663769873593/) and look at the gallery of smiling faces from around the world. Discuss similarities and differences for all people.   *Rights of the child within the community*  [United Nations Convention for the Rights of the Child](https://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycrc.pdf)   * Discuss the rights of the child at preschool such as the right to play, the right to privacy, right to be treated with kindness and respect and what that looks like. Create poster/sign to display child’s rights in the context of the preschool. * Play a variety of group games including board games. Discuss rules of games and fair play idea. Revisit concepts of what might be fair and unfair regularly through the game. * Discuss ways to make sure no one is left out and everyone belongs. Create a poster to support roles and responsibilities within the preschool. * Talk about everyone having the right to be part of the group and involved in all experiences offered and decisions made. Talk about responsibilities within the group and work out a fair roster to make sure everyone helps with different tasks in the preschool. |
| Knowledge of natural and constructed environments in their local community  Connectedness to their local community | *Connecting to community*  Explore questions with children that builds their awareness of the natural and built environments in their local community. For example:  What does our neighbourhood look like?   * Ask children to ‘Look out your window, what do you see? Children are to create what they see using different mediums. * Collect loose parts to create an artwork of something significant in their home environment. * Display a range of images of different types of cubby houses. Children are to design and construct a cubby house for their home. * Provide children with images of local landmarks that are significant to their community, for example bridges, buildings, tunnels, railway tracks, rivers, Aboriginal sites. Discuss with children their purpose (I wonder why?), the features of the landmark. Brainstorm with children how they might construct these landmarks and what resources they would need for their construction. Children could locate materials that they have at home to create their construction, for example blocks, recyclable materials and playdough. * Show children google maps/satellite images of their community. Explore this feature with the children by taking them on a virtual tour of their community and identify its key features. * Show children a road map of their community. Discuss the features of the road map and why we have road maps. * Encourage children to design and create their own map using materials like collage, pencils, textas, blocks and recyclable materials.   What lives in our backyard environment?   * Ask the children: What insect/bugs in can you find in our backyard/balcony? What do insects eat? * Provide children with images of the insects they identify and encourage them to create their insect using craft materials, playdough or clay. * Children might also like to collect loose parts from outside to create an image of their insect. * Children can design and create an insect catcher using a range of resources. * Children can create an environment for an insect to live in. * Read information texts about the various insects/bugs that children identify. |

### Evaluating the learning experiences

#### Observations of learning

**Reflect on the learning intentions as you consider these prompts.**

How did the child respond – what did they do, what did they say?

What did the child enjoy?

What was a challenge?

What other things were of interest?

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#### Reflection on teaching

**Reflect on the learning intentions as you consider these prompts. Consider ways you could gather feedback to demonstrate the child’s learning, for example recording children’s words or a conversation with an adult, photos, describe what the child did, work samples.**

Were the planned teaching strategies appropriate?

What strategies worked well?

What didn’t?

Where to next?

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### Critically reflecting on the learning

#### Discussions between educators, families and children

**Reflections of learning – consider how the principles, practices and outcomes of the EYLF have contributed to the child’s learning.**

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#### Where to next?

**What might you do to follow up or extend on the learning based on this experience?**

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