

# Working Together

COGs linked Library program - Stage 2

*Connection focus:* communicating with each other and within groups. Learning to negotiate in group work through class-based decision making activities provides a foundation for understanding democratic process at a whole school, community and local government level.

Objectives	Learning Activities	Assessment
<p><b>HSIE SSS2.8</b> Investigates rights, responsibilities and decision-making processes</p> <ul style="list-style-type: none"> <li>• describes rights of individuals and groups</li> <li>• <i>defines rights, roles, responsibility</i></li> <li>• <i>identifies possible ways to participate and contribute to school and community life.</i></li> </ul>	<p>Use dictionaries and discussion to form a definition of rights and responsibilities.</p> <ul style="list-style-type: none"> <li>• Show students “We are all born free” ebook</li> </ul>	<p>Students begin a Keynote document and write a definition for the terms “right” and “responsibility”.</p> <ul style="list-style-type: none"> <li>• <u>Major Assessment task</u> Students make a movie or Keynote with their own ideas for people’s rights and responsibilities. The final piece of work must have: at least 3 rights and 3 responsibilities, but can have more; pictures/photos; music. Students must edit their work. Movie is then added to the Keynote document</li> </ul>
<p><b>HSIE SSS2.8</b> Investigates rights, responsibilities and decision-making processes in the community and demonstrates how participants can contribute to the quality of community life</p> <ul style="list-style-type: none"> <li>• <i>identifies the benefits of volunteer organisations to the community and to individuals</i></li> <li>• <i>reads about and explores other community groups</i></li> <li>• <i>determines the positive benefits of community involvement.</i></li> </ul>	<p><b>What is a volunteer?</b></p> <p>Students discuss the definition of volunteer.</p> <p>Students brainstorm voluntary organisations in the local area.</p> <p>Students use books from library collection and internet sites to research one volunteer group in the local area.</p>	<p>On next Keynote slide, students record a definition for each term.</p> <p>On a new slide, students create a mind map of voluntary organisations.</p> <p>On a new slide, students create an information report on the voluntary organisation of their choice.</p> <p><u>Major Assessment task</u> Students select one of the volunteer groups in the local area and create an advertisement for your local radio, newspaper or council website saying why people should join this group. The ad must show what the group does and why it is important to the community. The advertisement could be in the form of a cartoon, movie or poster.</p>

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Objectives	Learning Activities	Assessment
<p><b>HSIE SSS2.8</b> Investigates rights, responsibilities and decision-making processes in the community and demonstrates how participants can contribute to the quality of their community life</p> <ul style="list-style-type: none"> <li>• <i>develops an understanding of the roles of local government</i></li> <li>• <i>explores some of the ways local government contribute to our quality of life</i></li> <li>• <i>investigates the roles and responsibilities of local government</i></li> <li>• <i>explores some of the different services undertaken by local government.</i></li> </ul> <p><b>English</b></p> <p><b>WS2.9</b> Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.</p> <p><b>WS2.10</b> Produces texts clearly, effectively and accurately, using the sentence structure, grammatical features and punctuation conventions of the text type.</p>	<p><b>LOCAL GOVERNMENT</b></p> <p>Students are guided through local government website to examine the local government personnel:  <a href="http://www.wollongong.nsw.gov.au/council/council/Pages/default.aspx">http://www.wollongong.nsw.gov.au/council/council/Pages/default.aspx</a></p> <p>Using the same website, research local council services.</p> <ul style="list-style-type: none"> <li>• Services local councils provide can include:           <ul style="list-style-type: none"> <li>- road works</li> <li>- planning for new roads, houses, high rise and shops</li> <li>- protecting bushland</li> <li>- building control and preservation,</li> <li>- waste disposal and garbage collection, cleaning streets, footpaths, beaches, parks and public places, recycling waste</li> <li>- community services, such as baby health centres, child care, kindergartens, meals on wheels, activities for aged, drop-in centres</li> <li>- recreation and culture, including libraries, art galleries, theatres, public halls, parks, public gardens, playing fields, swimming pools, tennis courts, golf courses, tourist information</li> <li>- public health, such as controlling pests, cleaning public places and buildings, public toilets, registering dogs, collecting stray animals, immunising people against disease.</li> </ul> </li> <li>• Some councils also provide:           <ul style="list-style-type: none"> <li>- water and sewerage</li> <li>- noxious plant control</li> <li>- flood mitigation</li> <li>- stockyards</li> <li>- cemeteries</li> <li>- shopping centres</li> <li>- bush fire control.</li> </ul> </li> </ul>	<p>On next Keynote slide, students prepare a fact sheet about the local government, showing:</p> <ul style="list-style-type: none"> <li>• a list of important local personnel</li> <li>• a list of local council services</li> </ul>

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Keynote documents will be assessed using the following rubric and a percentage mark given.

<i>All Keynote slides are complete</i>	<i>Some Keynote slides are complete</i>	<i>Most Keynote slides are incomplete or missing</i>	<i>/10</i>
<i>Each Keynote slide has been edited for punctuation, grammar and expression.</i>	<i>Some Keynote slides have been edited for punctuation, grammar and expression.</i>	<i>Little attempt has been made to edit the Keynote slides.</i>	<i>/10</i>
<i>Definitions and questions are well thought out and expressed</i>	<i>Definitions and questions are answered in a basic way</i>	<i>Little attempt is made to answer questions or define terms</i>	<i>/10</i>
<i>“My Rights” movie meets all of the task requirements</i>	<i>“My Rights” movie meets some of the task requirements</i>	<i>“My Rights” movie does not meet any of the task requirements</i>	<i>/20</i>
<i>Chart of voluntary organisations is detailed and complete</i>	<i>Chart of voluntary organisations is partly explained</i>	<i>Chart of voluntary organisations is not explained, missing or incomplete</i>	<i>/10</i>
<i>Voluntary Organisation report slide is well expressed</i>	<i>Voluntary Organisation report slide is expressed in a basic way</i>	<i>Voluntary Organisation slide slide is missing or incomplete</i>	<i>/10</i>
<i>Advertisement meets all of the task requirements</i>	<i>Advertisement meets some of the task requirements</i>	<i>Advertisement does not meet any of the task requirements</i>	<i>/20</i>
<i>Local Government report slide is well expressed</i>	<i>Local Government report slide is expressed in a basic way</i>	<i>Local Government slide slide is missing or incomplete</i>	<i>/10</i>
<i>Total</i>			<i>/100</i>