Teacher's Workbook

# My Place Your Place Our Place

## Connecting Communities for students in Years 1 - 8

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Please acknowledge the source as: Back 2 Back Project, Auckland Council, 2011.

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# Foreword

This resource has been designed for Year 1 - 8 students and is theme/concept based. All students come from different backgrounds and they all play a part in **neighbourhood** development. Their individual and collective contributions can make a positive difference to the environment and those who live in their neighbourhoods.

Neighbourhood development provides an ideal context for inquiry learning and enables students to not only identify issues/needs but also focus on the positive aspects of their **community**.

The timeframe is flexible and depends on the needs and time available in each school and also the depth of focus.

The diagram below shows the progress an individual may make in community-led development:

**Developing an understanding of neighbourhood**

↓

**A sense of responsibility towards others and the environment**

↓

**An understanding of one's role in neighbourhood-led development**

↓

**Active participation and involvement as community members and future decision makers**

Adapted from Belonging and Participating in Society; Building Conceptual Understandings in the Social Sciences, Ministry of Education 2008

Words in green may be found in the glossary

# Community-led development

Community-led development (CLD) is a term that best describes activities that are locally driven by people who live, work or connect with a particular place, such as a **neighbourhood**.

CLD is evident when people work together on solutions to issues by building upon their collective strengths, skills and knowledge; demonstrating leadership among local residents; finding new ways of seeing and doing things; connecting with others to provide resources; sharing what they learn with other communities; influencing change by involving the decision makers and ultimately improving the wellbeing of the people who live in a particular place.

Examples of CLD are found throughout our country on a large or small scale: people coming together to restore a wetland, plant a community garden, support local artists, run school holiday activities, tidy-up a stream or street, start up a **walking school bus**, create a tool library and welcome new neighbours into their area. These are just a few of the many examples where local people take up the initiative to build pride in place.

For more information on community-led development, see the following website: www.inspiringcommunities.org.nz

# Underlying principles for this resource

Neighbourhood-led development fits well in the New Zealand Curriculum with direct links to areas such as health and physical education, and the social sciences. Both of these areas emphasize the importance of diversity, inquiry, the ability to think critically, community participation and respect.

Key competencies include: (see next page)

# Key Competencies - Enterprising Attributes

| Enterprising Attributes | What they mean for students |
|---|---|
| **Thinking** | |
| 1. Generating, identifying and assessing opportunities | Thinking up new things to do and deciding if they are good ideas |
| 2. Identifying, assessing and managing risks | Thinking of the things that could go wrong with an opportunity and making plans and decisions to limit that risk |
| 3. Generating and using creative ideas and processes | Thinking up new ideas and ways to do things that work well |
| 4. Identifying, solving and preventing problems | Looking ahead for things that can go wrong, thinking of ways to solve problems and planning ahead to avoid them |
| 5. Monitoring and evaluating | Checking all the time and making changes if they are needed |
| **Managing Self** | |
| 6. Using initiative and drive | Seeing what needs to be done and doing it, persevering when things get tough and showing determination to keep going |
| 7. Matching personal goals and capabilities to an undertaking | Using your own skills and abilities to get things done and achieving your goals |
| **Relating to Others** | |
| 8. Working with others and in a team | Listening to others, encouraging people to take part and sharing the responsibilities |
| 9. Negotiating and influencing | Being persuasive, resolving issues, backing up ideas and reaching agreement with others |
| 10. Being fair and responsible | Taking ownership of your own actions while considering what is right for others |
| **Participating and Contributing** | |
| 11. Planning and organising | Making a decision, making a plan and getting ready |
| 12. Identifying, recruiting and managing resources | Sorting out what resources are needed, getting them and using them in the best way possible |
| 13. Being flexible and dealing with change | Dealing with new situations, accepting new ideas, getting over change and moving on |
| **Using Language, Symbols and Texts** | |
| 14. Collecting, organising and analysing information | Getting information and sorting it to make sense of it |
| 15. Communicating and receiving ideas and information | Sharing and taking in ideas from a range of sources |

Accessed from Education for Enterprise website: http://education-for-enterprise.tki.org.nz

# Hauora

Hauora is a Māori philosophy of health and is one of the underlying concepts in health and physical education. It comprises taha tinana (physical well-being), taha hinengaro (mental and emotional), taha whānau (social) taha wairua (spiritual well-being). These dimensions are interdependent and supportive of each other.

# The Socio-ecological perspective

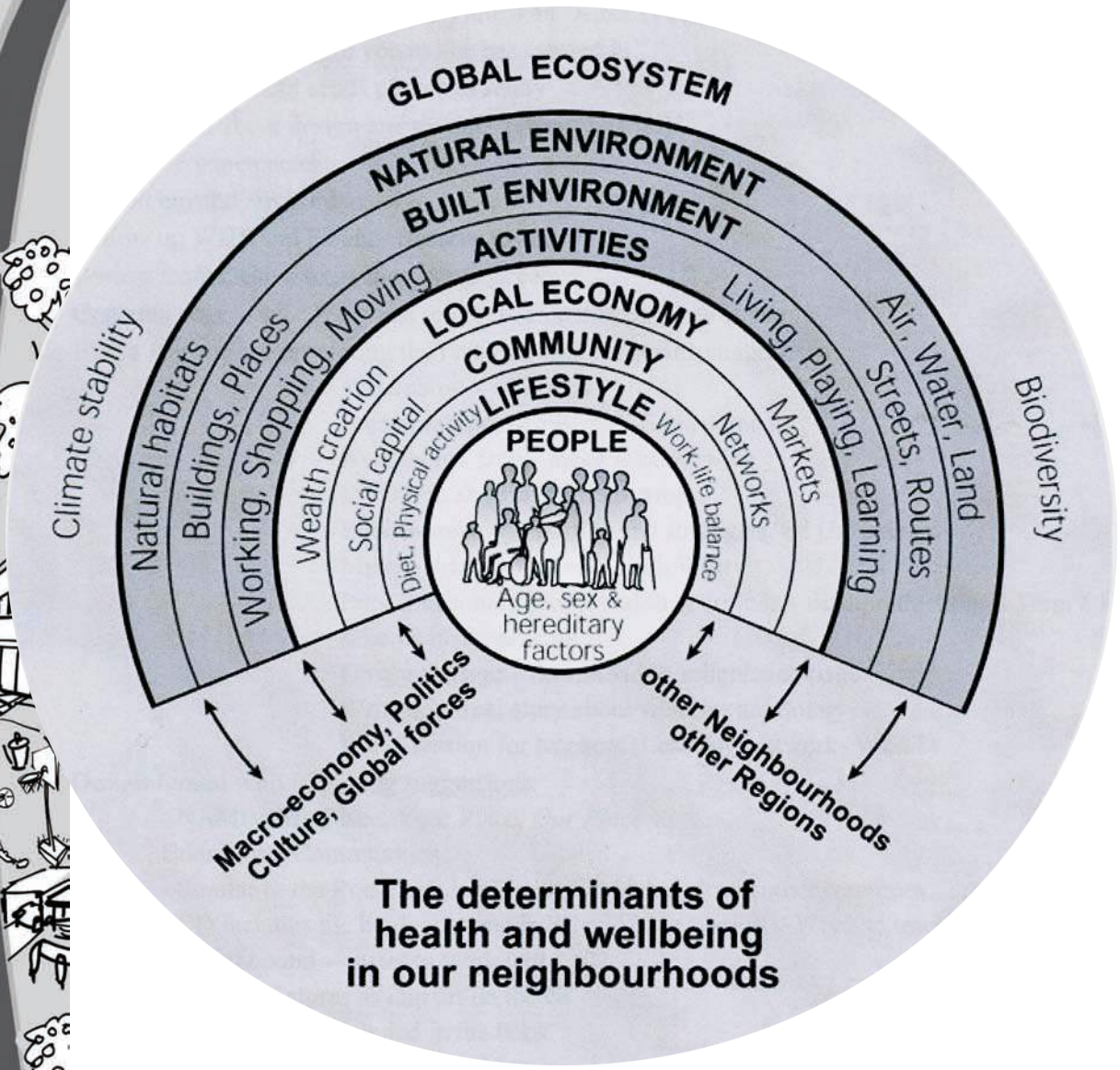
The Socio-ecological perspective is one of the four concepts supporting the framework for learning in health and physical education. Students can not only be responsible for their own well-being, but also help to promote the well-being of other people and society as a whole.

# Attitudes and values

Students will develop care and concern for other people in their community and for the environment through:

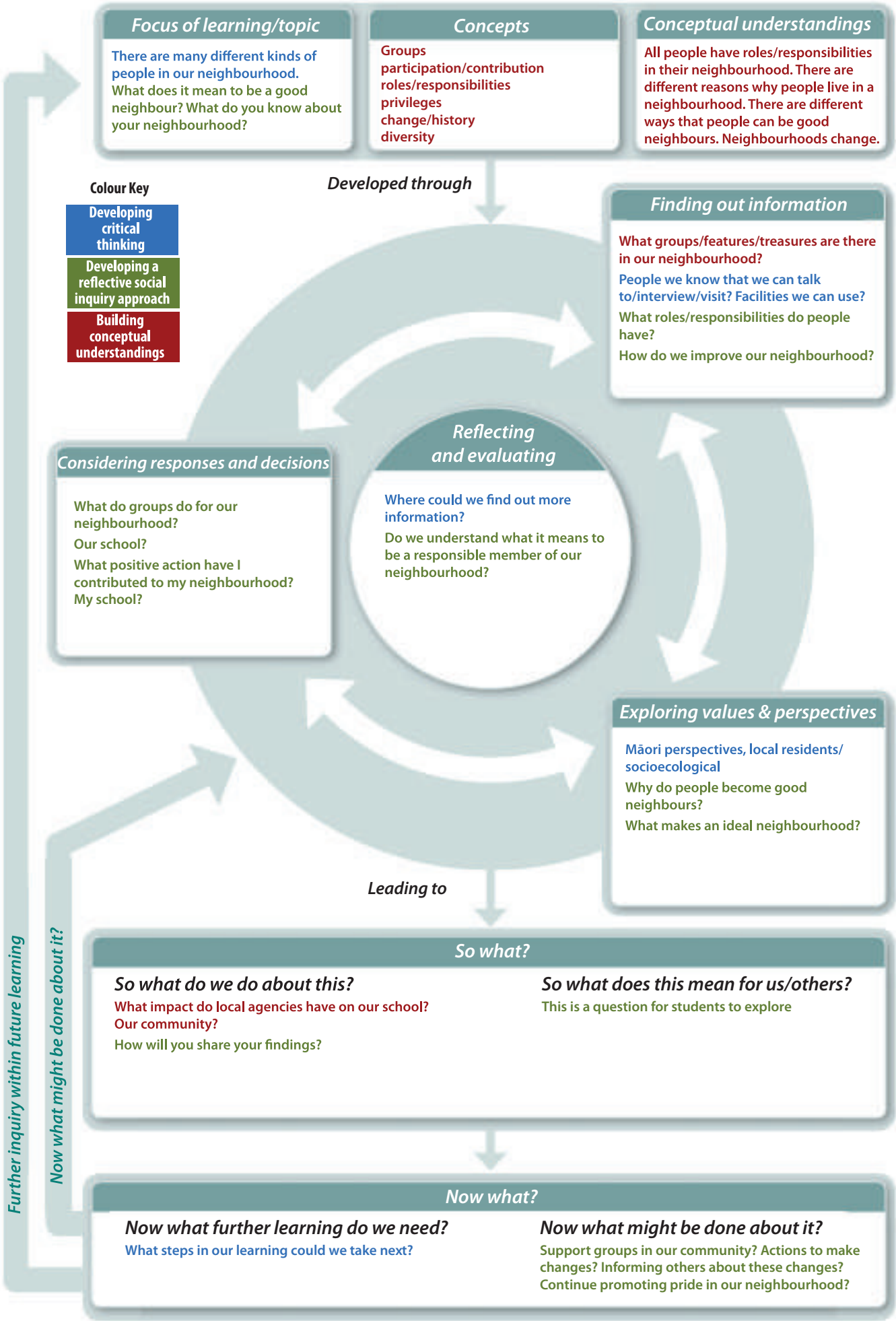
- Co-operation and awhina (helping)
- Applying aroha, manaakitanga (hospitality/generosity, care, compassion), and mahi ā ngakau (work of the heart)
- Constructive challenge and competition
- Positive involvement and participation

# What influences the wellbeing of local communities?




Source: Public Health Advisory: report to Minister of Health, April 2010

# Neighbourhood Development




*This template is taken from a social inquiry overview diagram originally adapted from B. Hill and G. Aitken's social inquiry model for the Ministry of Education, and published in Approaches to Social Inquiry from the Building Conceptual Understandings in the Social Sciences series (Ministry of Education, 2008).*

# Social Inquiry Planner

## Neighbourhood Development, Level 3 - 4

## Focus of learning/topic

What are our initial assumptions?

There are many different kinds of people in our neighbourhood.

What questions can we ask about this topic (for example, about values/information/participation)?

What does it mean to be a good neighbour? What do you know about your neighbourhood?

## Concepts

Colour Key

- Developing critical thinking
- Developing a reflective social inquiry approach
- Building conceptual understandings

Which concepts are key?

| | |
|---|---|
| groups | participation/contribution |
| roles/responsibilities | privileges |
| change/history | diversity |

## Conceptual Understandings

What conceptual understandings about human society do we want to focus on?

All people have roles/responsibilities in their neighbourhood. There are different reasons why people live in a neighbourhood. There are different ways that people can be good neighbours. Neighbourhoods change.

## Considering responses and decisions

Who can and can't respond and/or act?

What responses (decisions and actions) do individuals or groups make? How do people's values and perspectives influence their responses? What are the consequences of these responses?

What do groups do for our neighbourhood? Our school?
What positive action have I contributed to in my neighbourhood? My school?

## Finding out information

What concepts and patterns about society will we engage with?
What groups/features/treasures are there in our neighbourhood?

What sources of information are available/unavailable?
People we know that we can talk to/interview/visit? Facilities we can use?

What background and historical knowledge is relevant? Which current issues are relevant?

What roles/responsibilities do people have? How do we improve our neighbourhood?

## Reflecting and evaluating

How can concepts mean different things to different people?

How reliable are the sources? Why was the information written (context) and from which perspective?

Where could we find out more information?

Is there anything more we need to know (about values, information, and participation)? Could the learning process we have been using be improved?

Do we understand what it means to be a responsible member of our neighbourhood?

## Exploring values and perspectives

Whose values and perspectives are stated and reported? Whose are missing?

Māori perspectives and those of other cultures/local residents/socio-ecological

What has shaped people's values, viewpoints, perspectives, and beliefs? How do these influence their responses? How are people's values and/or perspectives in agreement or conflict?

Why do people become good neighbours?

What makes an ideal neighbourhood?

## So what do we know about this?

What conceptual understandings (values, information, and participation) can we explain? How does our process of learning change, develop, or refine our original conceptual understandings?

What impact do local agencies have on our school? Our community?

How will we communicate what we have learned?

How will you share your findings?

## So what does that mean for us/others?

How is this learning significant for us and/or others?

This is a question for students to explore.

## Now what further learning do we need?

What are the next steps?

What steps in our learning could we take next?

## Now what might be done about it?

What responses could we make (decisions and/or actions)?

Support groups in our community? Actions to make changes? Informing others about these changes? Continue promoting pride in our neighbourhood?

# Part A: Introduction to neighbourhoods

**Aim: To understand what makes a neighbourhood and how individuals can contribute to a healthy neighbourhood.**

# Neighbourhoods

## Starter Activities

### What is a neighbourhood?

*Below are some definitions you may like to discuss.*

### A place where we live, work, go to school and play.

### A place where

- we can feel safe
- we have a sense of unity
- we can hang out
- there is a hub of activity

### A network of people living in close proximity, including local businesses, schools and groups.

- social interaction
- multiple communities

### A collection of people with diverse backgrounds i.e. ethnic experiences, different personalities, different lifestyles, different beliefs/values

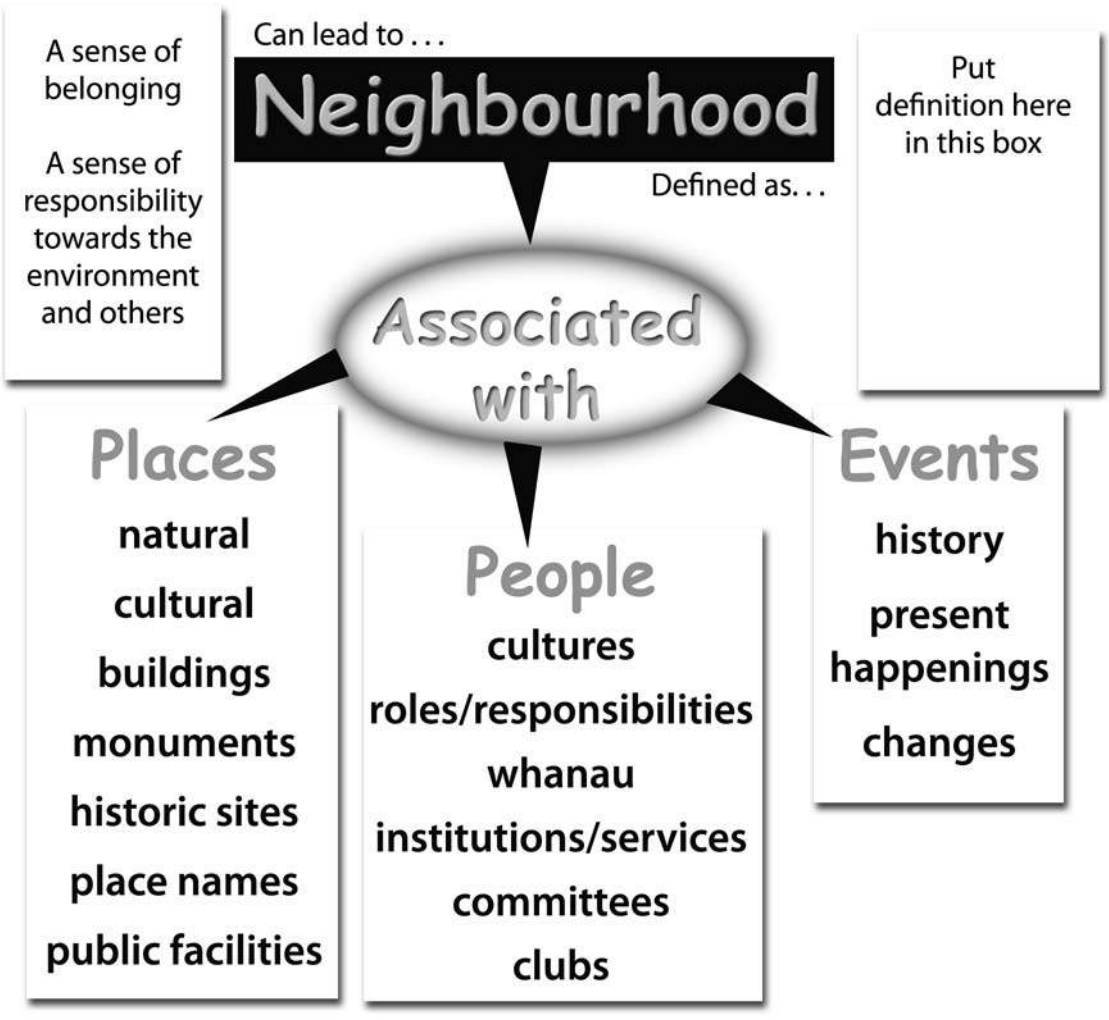
- multi-cultural
- **transience/permanence**
- core community

# Activities

## Activity 1

## What is a neighbourhood?

- Write the word neighbourhood on the whiteboard and ask "What is a neighbourhood?"
- Get the students to look up the word neighbourhood and write on the whiteboard
- Ask what places/activities/buildings come to mind when you hear the word neighbourhood (shops, houses, schools, railway, **marae**, church, park, swimming pool, recreation centre, playground etc)
- Record all ideas on the board
- Use all ideas below to complete the **concept map**



# Part B: Defining your neighbourhood

**Aims:** **To develop a sense of responsibility towards others and the environment.**

**To have an understanding of one's role in neighbourhood-led development.**

## Activity 2

## What communities do we belong to?

**Thinking about the street you live in. . .**

- What makes your neighbourhood feel special?
- How do you belong or feel connected?
- Use a map of your local area to highlight "community" features in your neighbourhood and mark areas that have special meaning to you. You can go online and use Wises maps, Google maps or your council website may have a GIS viewer to help you.

  **www.wises.co.nz**

  **www.maps.google.co.nz**

  **maps.yellow.co.nz/maps**

  Click on map/street view and satellite view (hybrid) to give you more information.

- Print your map and highlight community features.

  Which groups are involved or benefit from these areas?

  Do they have meaning for you?

(Enlarge the following page and use for students to brainstorm in groups).

## What is your neighbourhood like?

## What special features are in your neighbourhood?

## Who are the people in your neighbourhood?

## What agencies/support networks exist?

## What if. . . .?

# Part C: Inquiry/Action/ Involvement

**Aim: To actively participate and be involved as a community member and future decision maker**

## This is where it all happens!

**Using an inquiry process, here are some ideas for street or neighbourhood projects that schools could investigate. The depth of involvement will depend on resources and time available to students. It may be a small or large project or just the beginning of bigger things to come!**

**Thinking about the neighbourhood and street you live in. . .**

- Adopt a grandparent by caring for older people in your street
- Organise a working bee for a local community facility
- Create a school or street garden
- Organise a community cleanup of a neighbourhood or street
- Set up and maintain a local community notice board
- Publish/contribute to a community newsletter
- Organise a street/school/community bike ride
- Record the oral histories of older residents in your street or area
- Take part in planting of your local street/area
- Invite residents to school for events e.g. a cultural festival, community information day, sports day
- Work with an existing street/neighbourhood initiative
- Work with a local artist on a neighbourhood initiative e.g. painting designs on street 'furniture' (transformers, walls, letter boxes)

- Create a street/community collage
- Design a treasure hunt/amazing race
- Create a poetry walk
- Plan a graffiti hunt/heritage trail
- Set up a photo display e.g. things in the community we are proud of
- Advertise and promote local facilities to encourage people to use them
- Design a postcard using local features and structures (see student book)
- Invite people from the neighbourhood to talk about local initiatives/issues/ways people can help
- Adopt a tree in your street/school/neighbourhood
- Encourage friends to use the Walking School Bus
- Create a civil defence plan/base for your neighbourhood
- Interview past pupils and discover the part they played in their neighbourhood
- Trade a skill e.g. teaching poi or something students can do well and teach others
- Carry out ways to make new neighbours feel welcome
- Organise a street barbecue to "meet your neighbour"
- Organise some games for children on the street
- Find out who are the significant cultural leaders in your neighbourhood
- Construct a street/neighbourhood network of phone numbers
- Design a *Good Sort of the Week* award to be given to local members of the community for good deeds.

# Appendices

## Resources

### Useful websites

www.tki.org.nz

### The following are excellent units relating to communities/ neighbourhoods:

*A Taste of Town Planning* Social Sciences Level 3

Accessed from Education for Enterprise website: http://education-for-enterprise.tki.org.nz

*How does a Garden Grow?* Social Sciences Level 3

Accessed from Education for Enterprise website: http://education-for-enterprise.tki.org.nz

*Helping Hands* Technology, Level 4

Accessed from Education for Enterprise website: http://education-for-enterprise.tki.org.nz

*Local Heroes* Social Sciences, Level 2

Accessed from Education for Enterprise website: http://education-for-enterprise.tki.org.nz

### Other useful websites

www.kqed.org/quest or www.valleyquest.org for ideas for a quest

www.neighboursday.org.nz

www.doc.govt.nz/conservation-week-home

www.goodcharacter.com

www.glenside.wellington.net.nz/index.php/new-residents-fact-sheet-welcome-59.html

www.glenside.wellington.net.nz/index.php/good-neighbours-welcome

www.travelwise.org.nz/

www.watersafety.org.nz/

www.projecttwinstreams.com/

www.inspiringcommunities.org.nz

## Other resources and agencies

*Tag Free Kiwi* NZ Police Youth Education Services 2010

Police Education Officer: www.police.govt.nz or contact your local police station or centre

Auckland Council: www.aucklandcouncil.govt.nz

Back to Back: www.waitakere.govt.nz/OurPar/back2back.asp

Auckland Council Plan: www.aucklandcouncil.govt.nz/EN/AboutCouncil/PlansPoliciesPublications/Pages/Home.aspx

Civil Defence: www.civildefence.govt.nz

*What's the Plan Stan?* A resource for teaching civil defence emergency management in schools

Junior Neighbourhood Support: www.ns.org.nz/index.html/junior/junior

*City Issues* Auckland Regional Council 2001 (this resource was issued to schools in the Auckland region)

Catalogue of School Journals: www.journalsurf.learningmedia.co.nz

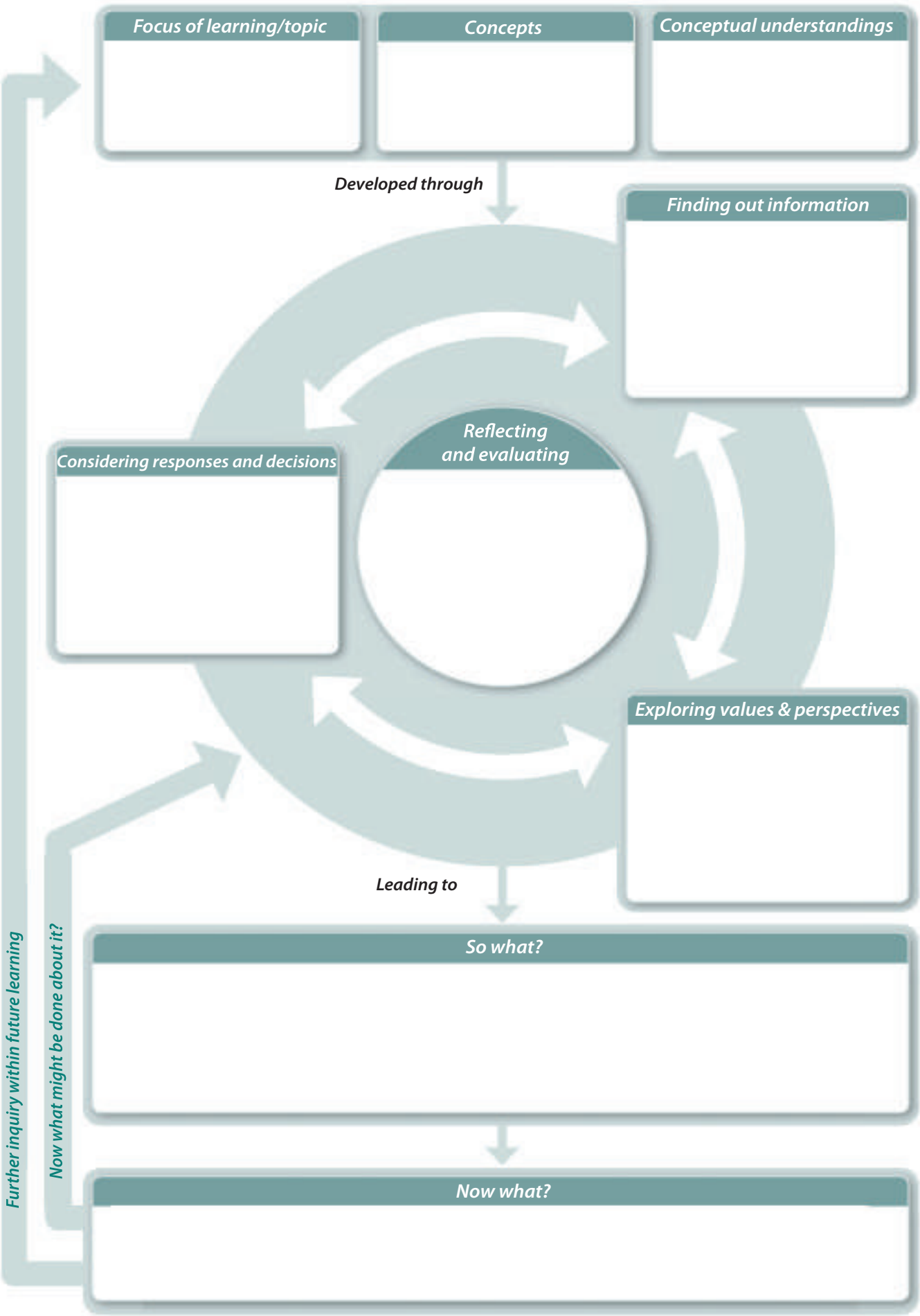
# School Journals

| Journal # | Title | Summary |
|---|---|---|
| **3.1.2010** | ***Saving Poormans Stream*** | One student takes action against local stream pollution by organising a clean up with four schools participating in the project. |
| **2.2.2004** | ***Dead Car Clean Up*** | Students work with the Northland Regional Council to remove rusty old cars from the bush. Good model for ideas and solutions generated by students. |
| **4.3.2008** | ***Estuary Health Check*** | Students take a cockle count to determine the health of an estuary. An example of student involvement in monitoring the health of the environment. |
| **2.3.1996** | ***Testing the North River*** | Scientific fact finding mission on river, stream or lake. Interesting science experiments with explanations. |
| **3.2.2010** | ***Brooklyn School Writers' Walk*** | School children are inspired after a visit to the Wellington Waterfront Writers' Walk to design their own writers walk using poems written by their peers and then displaying them in prominent places around their community. |
| **2.2.1995** | ***Fixing the Playground*** | Children work together with council and community to improve a local playground. They had input in its design. |
| **3.3.1998** | ***Nga Putawai Whanau says "Yes!"*** | Students adopt a reserve alongside local iwi. They research its history, organise a clean up and work with a local artist to design sculptures that reflect the importance of the area. |
| **Connected 2.2001** | ***Getting the Green Light*** | After determining the real problem of getting to school safely due to high traffic flow and other hazards, students brainstorm solutions , take action and get results! |

# Glossary

| | |
|---|---|
| **civil defence** | protection for the people from emergencies and disasters. Refer to website as listed in resources www.civildefence.govt.nz |
| **community** | a group of people sharing a common understanding who may use the same language, manners, tradition and law |
| **concept map** | a diagram showing the relationship between ideas |
| **graffiti** | the name for images or lettering scratched, scrawled, painted or marked in any manner on property; tagging |
| **heritage** | ideas, material goods or other resources that belong to people or groups by birth and passed down through generations |
| **initiative** | a project or programme to achieve specific objectives/goals |
| **marae** | a communal or sacred place used for religious and social purposes |
| **neighbourhood** | localised community within a larger city, town or suburb |
| **newsletter** | a regularly distributed publication generally about one main topic that is of interest to its subscribers |
| **permanence** | the state or quality of lasting or remaining unchanged indefinitely |
| **resident** | a person who lives in a given place |
| **transience** | the state of being brief and short- lived; not permanent |
| **treasure hunt** | game which can have one or more players who try to find hidden articles, locations or places by using a series of clues |
| **poetry walk** | refer to School Journal 3:2:2010 Brooklyn School Writers' Walk |
| **walking school bus** | a group of children walking to school with one or more adults |
| **whanau** | extended family |
| **working bee** | a voluntary group doing a job for charity |

# Social Inquiry Overview

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# Acknowledgements

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| | |
|---|---|
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This resource was developed as a result of the work being carried out by the ***Back 2 Back*** project on sustainable neighbourhood development in Massey and Ranui. The logo and name for this project came from a student competition among Year 7 & 8 students at Birdwood, West Harbour, Massey and Colwill schools.

## *Back 2 Back* is a sustainable neighbourhood project. What does that mean?

The project is designed to support neighbourhood-led action emerging from the street/neighbourhood work that already exists through such projects as: Ranui Action Project, Sustainable Ranui, Tatou West Harbour, Massey Matters, Neighbourhood Support, Project Twin Streams and others.

Examples of neighbourhood-led action are resident-initiated street barbecues, community planting projects, sustainable home checks, gardening workshops, Neat Street clean ups and school holiday activities. These kinds of initiatives have generated ongoing interest among residents and Back 2 Back supports the resident leaders to build on these successes.

The Back 2 Back Project encourages and supports local residents and key agencies to work together to create more neighbourhoods in Massey and Ranui where there are:

- **Safe streets – where people can feel okay about walking and cycling and hanging out and where people watch out for each other**
- **Houses that are safe, warm and well-maintained**
- **Links with local employment and skill development opportunities**
- **Sustainable and affordable food choices: e.g. through community gardens, cooperative food buying, fruit tree orchards**
- **Healthy, respectful relationships between people and the environment**
- **Helping agencies are engaged, with the provision of extra resources and services**
- **Neighbours who feel happy, healthy, proud, optimistic and connected to the place where they live**

The **Back 2 Back** project is a collaborative initiative between five project partners:

Massey Matters  Ranui Action Project  Community Waitakere

Auckland Council  Inspiring Communities