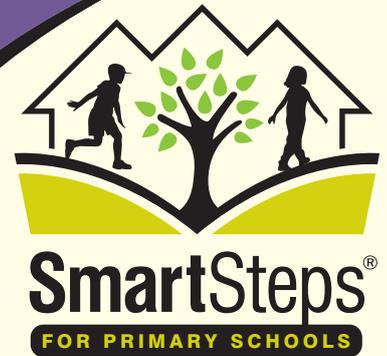


Child-friendly review



AusVELS: Level 4

The Earth's environment sustains all life – Geography concepts: Place, Change

Writing – Language (ACELA1498)
– Literacy (ACELY1697)

Speaking and Listening – Language (ACELA1489)



Suggested time

Before we go: 30 minutes

Walk: 45 minutes

When we get back: 60 minutes

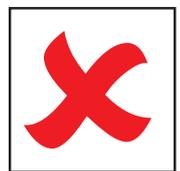


Key learning outcomes

Students will be able to:

- build their vocabulary by researching words used to describe a walk of the local area
- identify ways they can use thinking verbs to express their opinion
- summarise findings from a walk using appropriate verbs in a written report
- identify and select appropriate software for creating a review report

Lesson



Before we go

- Show students pictures of 'child-friendly' features of the local area (e.g. playground, swimming pool). You may find pictures on the local council website.
- Discuss with students what they think makes an area suitable for children. Discuss the needs of different age groups of children.
- Show students a map of the local area and ask them to identify things they can see on the map that are good for children (e.g. parks and playgrounds, footpaths, sports fields). Ask students to suggest some child-friendly aspects that they do not see on the map. Create a class list of all ideas.
- Explain to students that they will be walking around the local area to identify things that are child-friendly and things that need improvement to make them child-friendly.
- Provide students with the [Local area review chart \(p.3\)](#) and discuss its use for recording things that are child-friendly or that need improvement.
- **Teacher note:** Take a camera to photograph locations along the route for later reference.

Out and about

- As you walk, stop students at different locations and ask them to observe each area closely, giving thought to how child-friendly it is. Give students time to document their observations onto their charts.
- Prompt students to consider the needs of different age groups of children, asking questions such as:
 - » Can small children use this facility/ piece of equipment?
 - » Can parents access this area with a pram?
- » How safe is it for children?
- » What makes this child-friendly?
- » How could this area be made better for children?

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When we get back

- Observe the local area map and identify the route walked.
- Students review their notes and identify words useful for describing their observations, imagining they were to explain their observations to others. Identify nouns, verbs and adjectives, and research correct spellings and meanings using dictionaries. Create a class word list.
- Discuss students' notes and compile two lists of locations; those identified as being child-friendly, and those in need of improvement. Identify these locations on the local area map.
- Using their notes, photographs and class word list, students plan and draft a 'Local area child-friendly review' report. As part of their planning, students need to decide on the focus of their report and their audience.
- Students create their report using appropriate software (e.g. multimedia, word processor or animation).
- Students present their reports to the class on the interactive whiteboard. **Teacher note:** Consider inviting a local council member to listen to the presentations and discuss child-friendly settings.
- Using the reports, local area map and photographs, create a walking map online, highlighting locations in the local area the class found to be child-friendly and/or areas in need of improvement. The map can be shared with the school community and council. Create the map using [Walking Maps](#). For guidance, refer to the [Teacher's guide to Walking Maps](#).

Resources

- map of the local area
- [Local area review chart \(p.3\)](#) (one per student)
- dictionaries
- digital camera or smart phone
- computers

Useful links

Walking Maps
www.walkingmaps.com.au

Suggested assessment

Assess student's ability to:

- build their vocabulary as a result of research
- identify and select appropriate software programs for creating a report
- summarise information and use appropriate nouns and verbs in a written report

Further connections

Students and their families could:

- complete the [Smart Steps: for Families – How child friendly is your street?](#) activity at home
- complete a [Smart Steps: for Families – Activity Sheet](#) at home

AusVELS Level 1

Strand	Sub-strand	Elaboration
Geography	Geographic knowledge and understanding The importance of environments to animals and people, and different views on how they can be protected (ACHGK022)	<ul style="list-style-type: none"> • exploring different types of settlement, and classifying them into hierarchical categories, for example, isolated dwellings, outstations, isolated communities, villages, towns, regional centres and large cities.
	Geography inquiry and skills Collect relevant geographical data and information, for example, by observing by interviewing, conducting surveys, measuring, or from sources such as maps, photographs, satellite images, the media and the internet (ACHGS027)	<ul style="list-style-type: none"> • acquiring geographical information from a range of sources
	Represent the location of places and their features by constructing maps of appropriate scale that conform to cartographic conventions including scale, legend, title and north point, and describe their location using simple grid references, compass direction and distance (ACHGS022)	<ul style="list-style-type: none"> • annotating a map using the appropriate cartographic conventions
Writing	Language Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)	<ul style="list-style-type: none"> • building etymological knowledge about word origins (for example 'thermometer') and building vocabulary from research about technical and subject specific topics
	Literacy Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697)	<ul style="list-style-type: none"> • identifying and selecting appropriate software programs for constructing text
Speaking and Listening	Language Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)	<ul style="list-style-type: none"> • identifying ways thinking verbs are used to express opinion, for example 'I think', 'I believe', and ways summary verbs are used to report findings, for example 'we concluded'



Child-friendly review

Local area review chart

Name:

Location

What I observed

Child-friendly? Yes No

Other interesting observations:

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