



## **Goodbye Graffiti**

### **Early Childhood Curriculum Materials**

#### **Topic: *Caring for Others***

##### **Introduction:**

It's easy to assume that children come to school with a good idea of what a school is and how they are expected to behave at school. On this basis we then assume that if they don't treat it well, it is because they are wilfully trying to damage it. But not all children do know about school or what is appropriate behaviour.

This topic provides an opportunity to connect young children closely to their class, their school and their community – and in so doing help them build a sense of ownership and pride in it. The more 'ownership' students have of their class, their school and their community, the more they will be prepared to care for it, not just while they are at school or in their community, but when they leave it or when they hear about or see others who wish to damage it.

In this topic, students may:

- Draw up a chart of Caring for our Classroom
- Visit different parts of the school
- Make sketches of what they see
- Build a model of their school

##### **Tuning In: How do we show we care?**

Have the children think about how they show others that they care for them – and how others show they care for them. You might talk about the 'love languages' described by [Chapman and Campbell](#) (2005):

- Physical touch e.g. a hug
- Words e.g. saying 'thanks' or 'I love you'
- Time e.g. spending time with someone
- Gifts e.g. giving them a card or a flower
- Service e.g. doing something for them

##### **Finding Out: How do we care for our classroom?**

There are many aspects of the classroom that need our care! Talk with the children about their ideas for caring for

- People – our fellow students, our teachers, our assistants, other people
- Furniture – the tables, the chairs, the whiteboards etc



- Materials and equipment – the maths equipment, the blocks, the books, the games etc.
- The room itself – the walls, the floors, the storage places, the floor or wall coverings, the things we hang on the walls, etc.
- The learning that happens in the room – the way we participate in class, the way we show what we have learned, the way we display our work, the way we help others learn.

How can we show that we care? What might show that we do not care? Make a Caring for our Classroom chart that shows

- We care for our classroom when we.....
- We care for our classroom when we do not...

### Sorting Out: How do we care for our school?

Take the children on a 'school walk' to identify all the different parts of the school. Have them sketch the different buildings, playgrounds and rooms and find out what each is for.

Have them find out who works in each place and what sort of work they do. In a big school this may require many more than one walk –and talking in advance to the people whose 'place' you're going to visit.

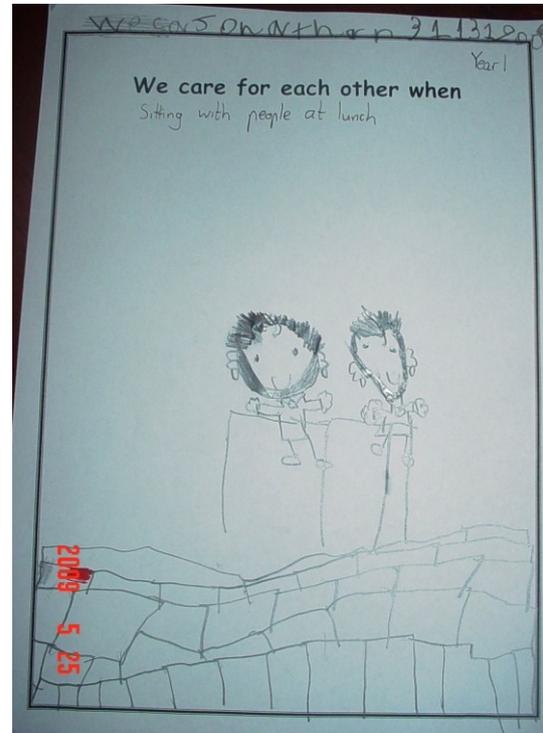
If you have an assistant or a parent helper you may be able to have them take smaller groups on the school walk at different times.

When the children return to the classroom have them create a group or class model using blocks, Lego or any other materials showing what they have found.

Have the children talk about the ways in which others care for the school (the principal, the teachers, the cleaners, the gardeners etc.) and have them add figures to illustrate this.

Have them talk about how they too can contribute to caring for THEIR school.

Draw up a class list of things we will do to care for our school, including **not engaging in graffiti vandalism**.





### **Going Further: How do we care for our community?**

When we care for our community we take 'social and civic responsibility'. Have the children talk about ways in which they do or could:

- Participate in community services (e.g. participate as a family, a class or a school in [Clean Up Australia Day](#); become involved with tree planting or river preservation through the local catchment group etc.)
- Cooperate with people in their community (e.g. put a neighbour's bin out for rubbish collection, take a neighbour's dog for a walk)
- Welcome people from other countries and cultures (e.g. participate as a family, a class or a school in [Harmony Day](#), in a celebration for the International Day of Tolerance or other [International Days](#); invite students from other countries of origin to play with you)
- Respect people who make and carry out laws (e.g. speak politely to police officers and guards)
- Resolve arguments (e.g. share playground equipment with children in the neighbourhood; speak nicely, not rudely, to people you don't know )
- Include people with disabilities (e.g. invite children to play with them; make way for people with disabilities on pavements and in shopping centres)
- Take responsibility (e.g. clean up litter after a family picnic; reporting graffiti vandalism).

### **Applying: Who needs to know what we have found out?**

With the children, look at the activities that you have undertaken about caring for others. Who do they think needs to know about their learning? How could this information be given? (e.g. showing the school model to other classes, to the principal, to other people in the school; talking about the school walk at an assembly)