I would like to acknowledge the Ngunnawal people who are the traditional custodians of this land on which we are meeting and pay respect to the Elders of the Ngunnawal Nation both past and present. I extend this respect to all Aboriginal and Torres Strait Islander peoples in attendance.
Community Minded Kids
Cultivating a Community Minded Generation
INCORPORATED IN APRIL 2015

**CommunityMinds**

**OUR VALUES:** INTEGRITY - INSPIRATION - INCLUSION - INNOVATION

- **Asset Based Community Development** – identifying, connecting, mobilizing community assets
- **Hosting Community Conversations** – What matters to communities? What do we value?
- **Cultural Diversity** Consultation, Training & Events
- **Appreciative Inquiry** – Igniting Collective Imagination Of Organisations & Communities
- **Mentoring & Training** young people in innovative community development & leadership
- **Support community sector** in designing and implementing community outreach initiatives

*I love my community*
Cultivating a generation that thinks “WE” not “ME”
Will you join us?
“If education alone cannot transform society, without it society cannot change either”

Paulo Freire
The core of the idea of democracy is the possibility of collective decision-making about collective action for a common good.

Aristotle
“The goal of democratic education is to empower young people to be autonomous, responsible members of their community and the larger world”

Nikolakaki
"The task is to transform society; only the people can do it - not heroes, not celebrities, not stars - Huey P. Newton
We're half empty.

needs

resources

We're half full.
Think back to when you were a child (8-12 years old).

What event, person or story inspired you to become Community Minded?
• Approximately 560 students.
• Located in the Chullora Principals Network – Metropolitan South Operational Directorate.
• 87% of students from a language background other than English.
• 38 language backgrounds, with Vietnamese and Arabic speaking backgrounds the largest groups.
Key Inquiry Questions:
• What actions positively influence the health, safety and wellbeing of my community?
• How do empathy, inclusion and respect have an impact on myself and others?
Community Minded Kids

Learning Intention - We are learning to:
explore the power and benefits of collective action

Success Criteria - To do this, I need to:
establish the difference between self-interest and community interest
identify issues of community interest that require collective action
describe the power that a community can have when its members work together.
Let’s pretend we are in class!

Community Minded Kids Lesson Plan

The in-class program is a series of seven 30-45-minute lessons centred on themes of community development.

Lesson plans are provided to teachers with examples of topics to be discussed, activities to be undertaken and resources to support the themes explored. These lesson plans are intended as a guide/starting point and can be modified to different classes as needed.

Lesson 6 – People Power

Overview

Students explore the power that comes from people working together to address an issue and the benefits of collective action.

Objectives

At the end of this lesson, students will be able to:

- identify differences between self-interest and community interest
- identify issues of community interest that require collective action
- identify the power that a community can have when its members work together.
People Power

What ‘people’ assets do we have that if activated can bring about positive change or better serve our community?
**HEAD**
Things I know something about, and would enjoy sharing

**HANDS**
Things I know how to do and enjoy

**HEART**
Things I care deeply about
Community and Belonging

The Situation

1 in 5 Australian students don’t feel they belong in school.

Australian students aged 15 have a significantly poorer sense of belonging than students of the same age in other countries and has declined between 2003 and 2015.

Australian Council for Educational Research (ACER), the managers of the Programme for International Student Assessment (PISA) in Australia

Maslow’s Hierarchy of Needs
Schools - Community Cohesion

Our Response

• To foster community minded thinking in children.

• Community Minded Kids encourages open discussion about important concepts such as social justice and equality.

• Providing students practical tools and ideas of they can positively impact their school, neighbourhoods and communities
Social Impact - Evaluation

Our 2018 Evaluation Report identified that “students became more aware of facilities and services in the community” and that Community Minded Kids “provided students with opportunities to learn about belonging, volunteering etc. in realistic ways” - Teacher

64% of students responded that Community Minded Kids made them feel ‘more connected’ to their community.

One student stated that it is important to be a CMK kid “so you get a better understanding about your community and how to contribute to it.”
Collaboration V.s Competition
Studies have shown that feelings of self-worth become dependent on external sources of evaluation as a result of competition: Your value is defined by what you’ve done.

Worse — you’re a good person in proportion to the number of people you’ve beaten.

Alfie Kohn - The Case Against Competition
Developing Values of Solidarity & strong sense of Community
“I don’t believe in charity. I believe in solidarity. (...) Solidarity is horizontal. It respects the other and learns from the other. I have a lot to learn from other people.”

–Eduardo Galeano, Uruguyan journalist
Cooperation helps children to communicate effectively, to trust in others and to accept those who are different from themselves.
Encouraging Group Learning

An essential step to take towards building a community within society that will negate or counteract individualism is to develop in students a desire for social solidarity and group working.

The aim is how the individual “I”s can become a “we”, not only in parallel action but unified in a sense of belonging.

Building a Society of Solidarity Through Critical Pedagogy: Group Teaching as a Social and Democratic Tool Maria Nikolakaki University of Peloponnese, Corinth, Greece
The classroom is a site where new knowledge, grounded in the experiences of students and teachers, alike, is produced through meaningful dialogue.
“Schools can become inclusive communities where differences are brought together into a mutually respectful whole, but schools must first become places where members have developed a community of mind that bonds them together in a special way and binds them to a shared ideology”

Sergiovanni
Students who approach learning and education as an opportunity to create good in the world—and not just a journey of personal gain—will find it easier to stand out from their peers and finding jobs upon graduation.

Saga Briggs
Article: How to Balance Competitive and Collaborative Learning
Six Asset Areas

- Individuals
- Associations
- Culture / Stories
- Physical Assets
- Local Economy
- Institutional
DISCOVER

Date:

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I shared my discovery with ..................................

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DO

Date:

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