

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



Asset Based Community Development – identifying, connecting, mobilizing community assets

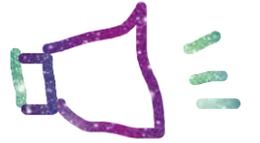


Cultural Diversity  
Consultation, Training & Events



**CommunityMinds**

Hosting Community Conversations – What matters to communities? What do we value?



Appreciative Inquiry –  
*Igniting Collective Imagination Of Organisations & Communities*

Mentoring & Training  
young people in innovative community development & leadership

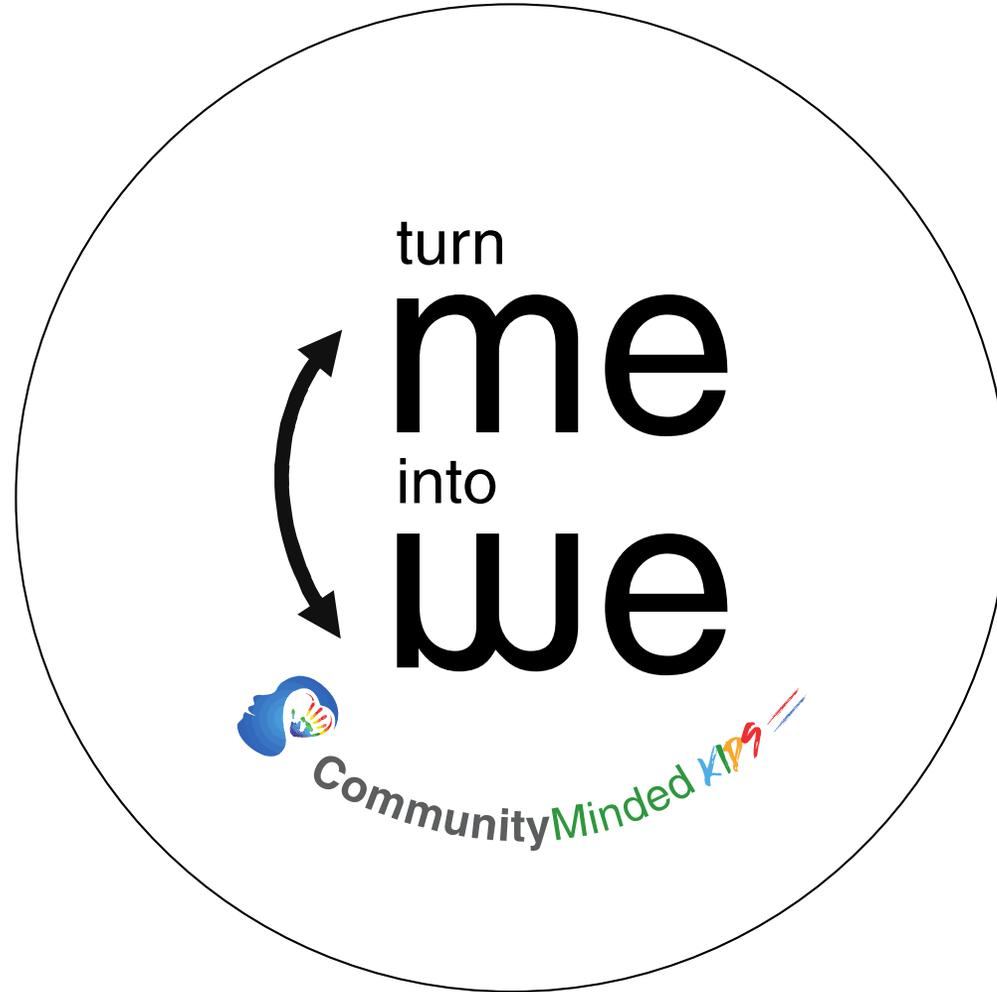
Support community sector in designing and implementing community outreach initiatives

*I love my community*



**OUR VALUES:**

INTEGRITY - INSPIRATION - INCLUSION - INNOVATION



**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



CommunityMinded

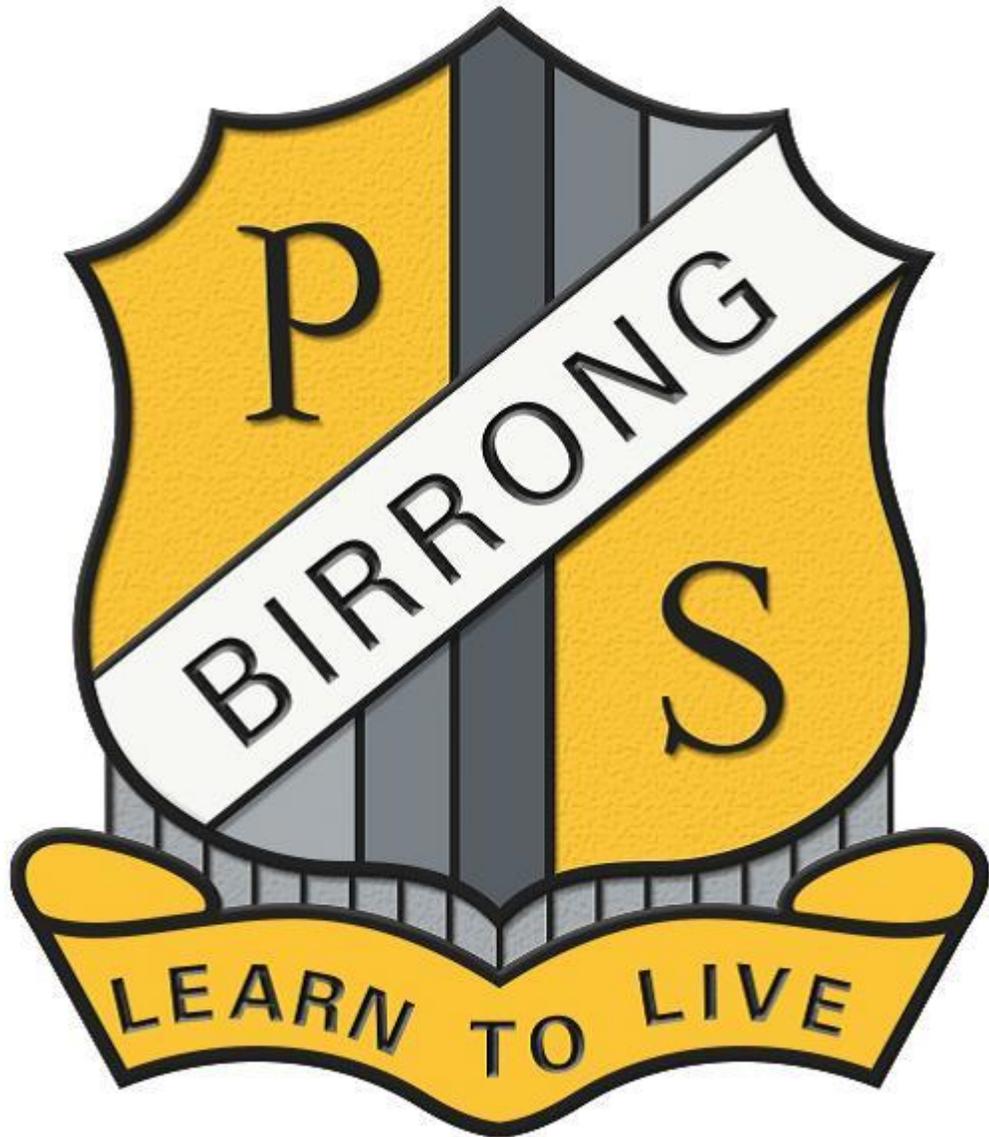
KIDS



*Inspiring children to nurture, give, explore and learn from their communities*

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?

## PDHPE K-10 SYLLABUS PROPOSITIONS

### FOCUS ON EDUCATIVE PURPOSES



Focuses on explicit learning driven by the syllabus outcomes and content. Students will make meaning of the knowledge, understanding and skills and apply these to live healthy, safe and active lives.

### STRENGTHS BASED APPROACH

Affirms that most students are healthy, safe, active and well and bring with them strengths, capacities and resources. Focus on what keeps us healthy, safe, well and physically active throughout life.



### CRITICAL INQUIRY APPROACH

Recognises the contextual factors that influence people's attitudes, decisions and actions and encourages students to challenge, question and interrogate PDHPE related content and health information.



### VALUE MOVEMENT

PDHPE focuses on the value of movement, physical activity, physical literacy, and physical education to build knowledge, understanding and skills for a lifetime of physical activity.

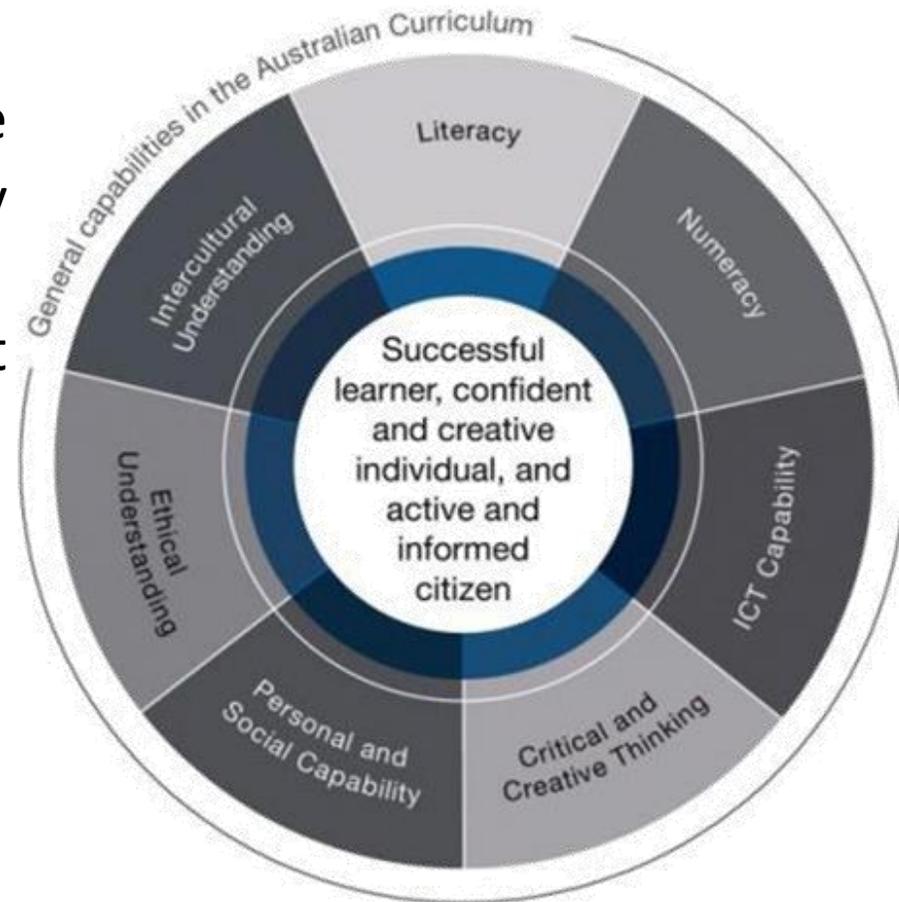


### DEVELOP HEALTH LITERACY

Enhances student's ability to gain access to, understand, and use health information and services to promote and maintain health, safety, wellbeing and participation in physical activity.



These five propositions are interrelated and guide teaching, learning and assessment. They should guide teachers in their pedagogy and be authentically embedded across the content strands.



NSW Education Standards Authority

NSW

NSW Syllabus for the Australian Curriculum

Personal Development, Health and Physical Education

K-10 Syllabus



# 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!



Instilling and inspiring  
community minded thinking in children



## 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



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

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

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,  
Urugayan 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

A photograph of a teacher and four students sitting on the grass under a tree. The teacher, a woman with blonde hair, is smiling and looking towards the students. The students are diverse in age and ethnicity, and they appear to be in a collaborative learning environment. The scene is outdoors with lush greenery in the background.

## Promoting Dialogic Learning

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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”

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



DISCOVER

Date:

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

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DO

Date:

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