

SafeSpace

YEARS FIVE AND SIX



Teacher Resource



Years 5 & 6 SafeSpace Program



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About SafeSpace

SafeSpace is an integrated community safety education program designed for teachers working with students in years 5 and 6 in Queensland schools.

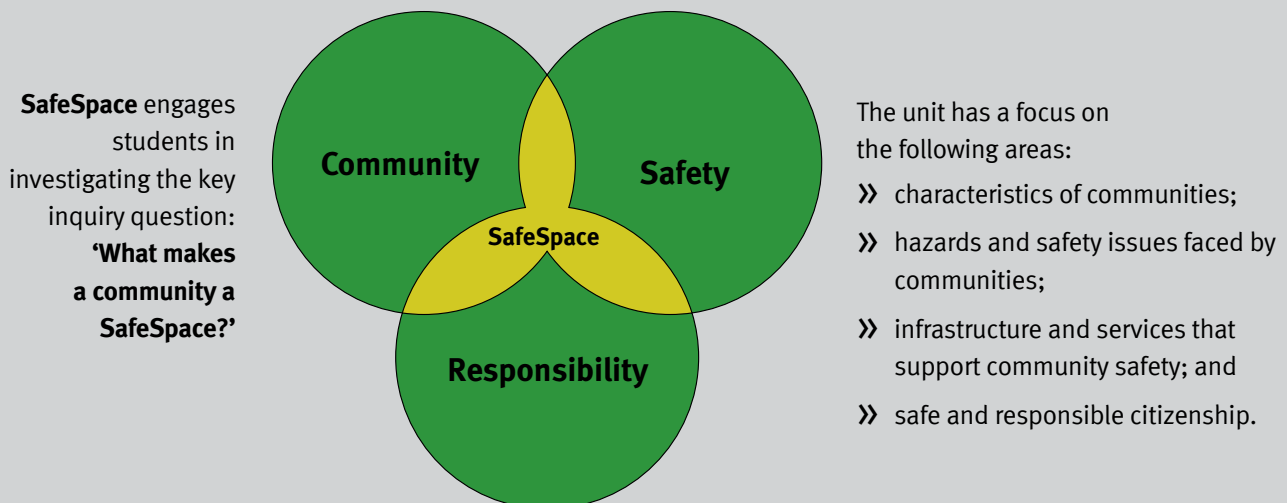
Its purpose is to promote:

- » an understanding of the responsibilities of young people as safe and active members of their community; and

- » an understanding of the roles and responsibilities of the emergency services in supporting a safer community in different environments throughout Queensland.

This unit has a specific focus on the Queensland Fire and Emergency Service (QFES).

SafeSpace develops the three key concepts of **Community, Safety and Responsibility**.



The **SafeSpace** unit is structured around an **inquiry approach**. Student learning is guided through engagement with focus questions, suggested contributing tasks, research and activity pages. Students are also given opportunities to demonstrate what they have learnt through an individual and a group culminating task.

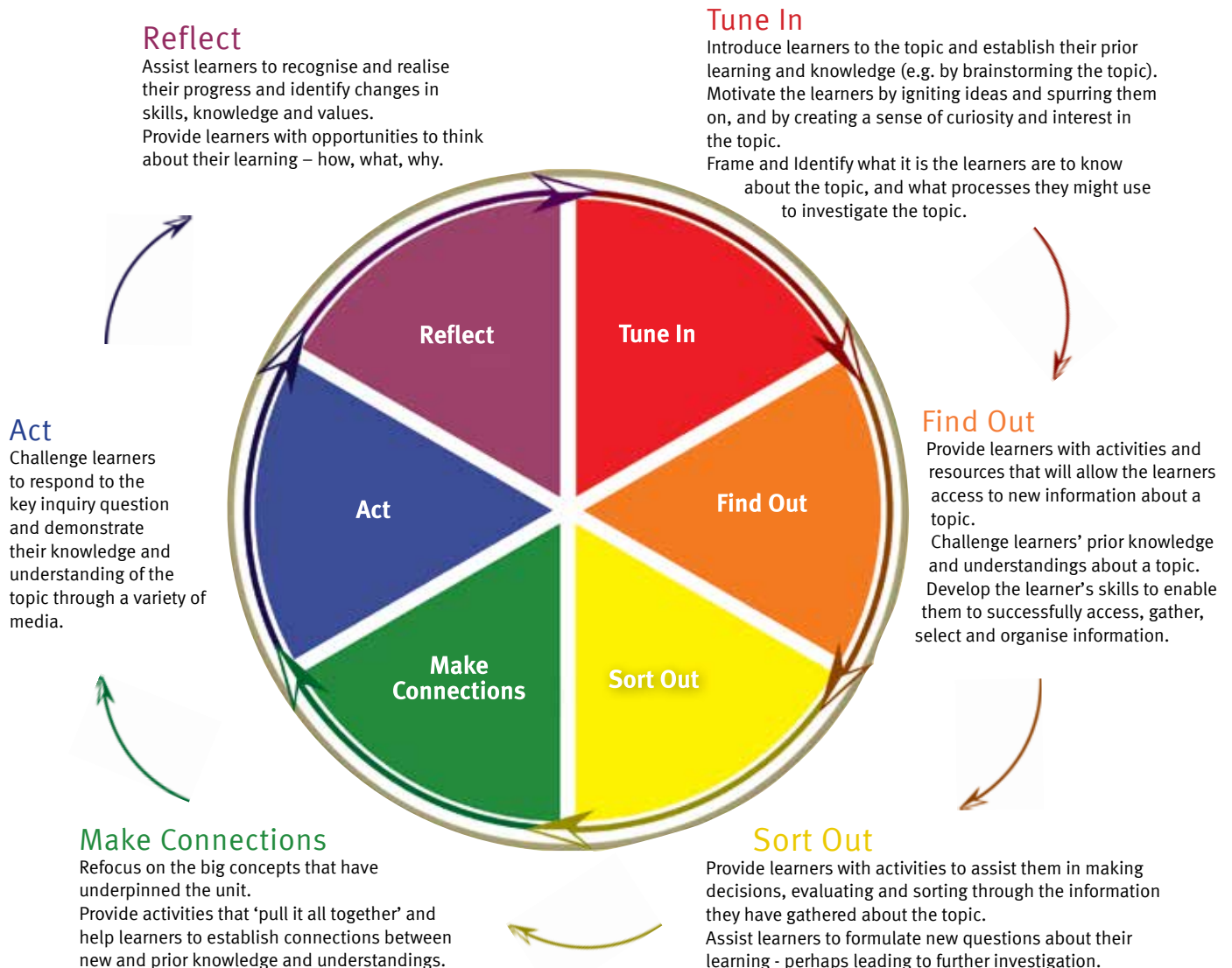
Student investigations of the key inquiry question lead to the presentation of a group **SafeSpace Expo** at the end of the unit. An individual *Student Learning Folio* is also completed as the unit is developed to support the presentation of the Expo. The SafeSpace unit is supported by the Australian Curriculum English and the Australian Curriculum Mathematics. In addition, SafeSpace supports the Studies of Society and Environment through the Queensland Curriculum, Assessment and Reporting Framework.

About Inquiry

Inquiry is a learning and teaching approach that supports learners to develop deep understandings and a range of skills so that they are able to access and create information. It provides learners with opportunities to actively develop skills of locating, gathering, analysing and then applying information to new situations.

Inquiry is a student-centred approach that allows students to build on their prior knowledge, select topics of interest, explore a variety of resources, select ways to communicate their findings, and be evaluated on both process and product. It also provides them with opportunities to evaluate themselves and their peers.

Inquiry actively seeks to involve students in the processes of investigating, processing, organising, synthesising, refining and applying their knowledge. It is a way to engage students and to facilitate learning by posing questions that tap into their natural curiosity about the world. The inquiry process involves investigating through the following phases.



Overview of SafeSpace

Session	Phase	Class Organisation	Activity
1	Tune In	Whole Class	Pose 'Inquiry Question' – "What makes a SafeSpace?" Begin KWHL for Student Folio.
		Groups	Form groups and discuss the particular community environment to be investigated.
2	Find Out – Characteristics of Community	Whole Class	Develop understandings and define characteristics of communities.
		Groups	Investigate the specific characteristics of the community being investigated.
3	Find Out – Hazards and Safety Issues	Whole Class	Consider the causes, effects and consequences of potential hazards and safety issues that could arise in a community. Investigate the effects and science of fire as a particular hazard/safety issue faced in cities.
		Groups	Nominate the hazards and safety issues that are pertinent to communities being investigated, and develop an action plan for these situations.
4	Find Out – Infrastructure & Services	Whole Class	Identify and investigate the infrastructures and services that provide for a community's needs and safety. Particular focus is given to the role of QFES.
		Groups	Identify the particular infrastructures and services that support safety in communities in the environment being investigated.
5	Find Out – Responsible Citizenship	Whole Class	Define the elements of responsible citizenship with an emphasis on behavioural choices and consequences using social, ethical and legal scenarios.
		Groups	Identify safe and responsible citizenship as it relates to communities in the particular environment being investigated.
6	Sort Out	Whole Class	Add to KWHL in Student Folio.
		Groups	Make decisions about what research needs to be completed and finalised to assist in preparing and presenting information for class SafeSpace Expo.
7	Make Connections	Whole Class	Complete KWHL in Student Folio. Revisit the inquiry question to ensure that all aspects have been covered in compiling information for SafeSpace Expo.
		Groups	Complete preparation for SafeSpace Expo.
8	Act	Whole Class	Presentation of SafeSpace Expo.
		Groups	Presentation of SafeSpace Expo.
9	Reflect	Individuals	Reflect on learning.

SafeSpace Task – A Note to Teachers

About SafeSpace

The **SafeSpace Student Learning Folio** and **SafeSpace Expo** tasks have been designed to offer flexibility and scope for teachers to select, add to, modify or extend these tasks in ways that best suit the existing curriculum program and the needs of learners.

The purpose of the *Student Learning Folio* is to allow students an opportunity to individually demonstrate and document their learning and insights as they develop throughout the Inquiry. The **SafeSpace Expo** has also been broadly defined to enable teachers to select the key learning from the curriculum that they wish to target across the relevant Key Learning Areas. As an Expo can draw on a variety of modes, media and expository text types to inform and explain, the task offers scope for teachers to define the knowledge and skills they wish to have the unit target in terms of the Key Learning Areas. Suggested Contributing Tasks have been included as part of the “Find Out” phase in the **SafeSpace** unit. These provide specific ideas for tasks, activities and/or text types that teachers could specify for inclusion in the **SafeSpace** Expo. The unit is designed to allow teachers and students the flexibility to define and shape tasks of their own.

Note: All activities are duplicated in folios for ease of printing.

With regards to the English Key Learning Area, the **SafeSpace Expo** tasks designed as an “Expo” locates it within and allows it to draw on a range of texts which fall within the genre of “Exposition”. There are numerous types of oral and written expository texts including:

- » Description
- » Comparison/Contrast
- » Cause/Effect
- » Problem/Solution
- » Classification
- » Sequence
- » Analytical

The content explored throughout the **SafeSpace** unit easily lends itself to exploration through any of these types of expository texts. The **SafeSpace** unit offers opportunities for students to engage with a range of activities and text types.

In particular, the unit’s sequence of activities, suggested contributing tasks, and culminating tasks provide opportunities for the construction and/or analysis and deconstruction of both oral and written texts including: news reports, posters, advertisements, information reports, brochures, seminar/tutorial presentations, PowerPoint presentations, analytical essays, descriptive essays.



SafeSpace Task

Part A:

Individual Task – Student Folio

Background:

The **SafeSpace** unit is designed to guide you through a process of **inquiry** involving the investigation of a key inquiry question. The key inquiry question this unit is based on is: **“What makes a community a SafeSpace?”**

The **SafeSpace Student Learning Folio** is designed to help you develop and document your learnings as you explore this key inquiry question.

Task:

Working individually, you are to complete all pages of the **SafeSpace Student Learning Folio** to show the development of your learning regarding the key inquiry question: **“What makes a community a SafeSpace?”**

What you need to do:

In exploring the key inquiry question, you will undertake activities which are organised according to the phases of inquiry listed below. Each phase will require you to complete particular activities in your *Student Learning Folio*, also described below.

Tune In – Add initial ideas and understandings to concept map. Complete K, W and H on KWHL chart. Brainstorm ideas for Expo and negotiate a Group Working Agreement.

Find Out – Access information to complete note-taking and retrieval charts on characteristics, hazards and safety issues, services and infrastructure, and responsible citizenship in the community you are researching.

Sort Out – Develop a visual summary (using a graphic organiser) to sort and summarise key information from your research.

Make Connections – Review and revise the concept map and KWHL chart commenced in Tune In. After discussing the research findings across your group, use

the SafeSpace Expo Planning Guide to identify what information will be included in your group’s display and how this information will be presented.

Act – Complete preparations for the SafeSpace Expo, ensuring all requirements on the group checklist have been met. Visit displays at the class SafeSpace Expo to record the main issues and learnings identified in relation to communities in different environments across Queensland.

Reflect – Complete reflection: ‘What makes a community a SafeSpace?’

Your *Student Learning Folio* is designed to be completed as the unit is developed. The activities it contains help give direction to your investigation, and provide you with opportunities to demonstrate the learnings and insights you develop throughout the unit.

Your *Student Learning Folio* will be assessed individually. The completed activities will help you with the preparation and presentation of your group **SafeSpace Expo**.

Part B:

Group Task – SafeSpace Expo

Background:

As part of a commitment to promoting community safety, you will host a Community Safety Expo entitled “SafeSpace”.

The purpose of this expo is to improve community safety across your school by promoting awareness and understanding of what makes a community a safe space.

As a result of the insights and learnings developed during the SafeSpace unit, you are invited to prepare and present material to contribute to this expo.

Task:

Working in groups of four or five, you are to collaboratively prepare and present a display for the QFES **SafeSpace** Expo. The material that your group prepares and presents must focus on responding to and promoting understanding and awareness about the Expo’s key inquiry question: **What makes a community a SafeSpace?**

In responding to this key inquiry question, your group’s display must focus on a community in a particular environment within Queensland.

What your group needs to do:

Throughout the course of the **SafeSpace** unit, you will conduct research into a community in a particular environment within Queensland. This research will help provide the information to be included in your display. Your group’s display must attempt to answer the Expo’s key inquiry question: **What makes a community a SafeSpace?**

You also need to include material that promotes an understanding of these focus questions:

- **What are the characteristics of communities?**
(i.e. Provide information about the characteristics of your researched community)
- **What are some of the hazards and safety issues that face communities?**
(i.e. Provide information about the causes and consequences of hazards and safety issues facing your community)
- **How do particular community services and infrastructure help support safety within communities?**
(i.e. Provide information about the role of infrastructure, services and agencies which

support safety in your researched community – note: Ensure that you include the role of the QFES!)

- **What does it mean to be safe and responsible citizens in a community?**
(i.e. Provide information about what individuals can do to be safe and responsible members of this community).

Remember, the purpose of an Expo is to **inform** and **explain**. An Expo will often draw on a variety of media and expository text types to do this. The purpose of the **SafeSpace Expo** is to provide information as a means to promote understanding and awareness. As such, your group should think creatively about how it will provide information about each of the above elements to not only capture the audience’s attention, but also develop their understanding of **what makes a community a SafeSpace!** The suggested contributing tasks you completed throughout the unit provide some ideas for how you can do this.

Some other ideas might include:

- 3D models • photostories • PowerPoints • posters
- role descriptions • video • DVD • drama

What Makes a SafeSpace?

English

In years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction, and dramatic performances.

The range of literary texts for foundation to year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as their contemporary literature and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters, and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest, as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.

Australian Curriculum English:
<http://www.australiancurriculum.edu.au/English>

Year Five Content descriptors

Interacting with others

1. Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and presenting and justifying a point of view (ACELY1699).
2. Navigate and read texts for specific purposes applying appropriate text processing strategies – for example: predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702).

3. Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703).

Creating texts

1. Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704).

Year 5 Achievement Standard

By the end of year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted, and explain their own responses to them. They listen and ask questions to clarify content.

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Australian Curriculum English:

<http://www.australiancurriculum.edu.au/English>

Year Six Content Descriptors

Interacting with others

1. Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709).

Interpreting, analysing, evaluating

1. Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features – for example: table of contents, glossary, chapters, headings and subheadings (ACELY1712).
2. Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713).

Year Six Achievement Standard

By the end of year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.

Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging the ideas of others.

Students understand how language features and patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.

Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate an understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity, and make and explain editorial choices.

Australian Curriculum English:

<http://www.australiancurriculum.edu.au/English>



Studies of Society and Environment – essential learnings by the end of year five

Place and space

Environments are defined and changed by interactions between people and places.

- » Environments are defined by physical and human dimensions (e.g. the Lockyer Valley contains mountain ranges and tributaries to the Brisbane River, farmland, and small townships)

- » Interactions between people and places affect the physical features of the land, biodiversity, water and atmosphere (e.g. population increases that cause overcrowding, habitat removal, water shortages and air pollution)
- » Physical features of environments influence the ways in which people live and work in communities (e.g. climate affects housing design and leisure activities; natural resources may determine employment opportunities).

Queensland Curriculum, Assessment and Reporting Framework: <http://www.qsa.qld.edu.au/7298.html>

Studies of Society and Environment – essential learnings by the end of year seven

Place and space

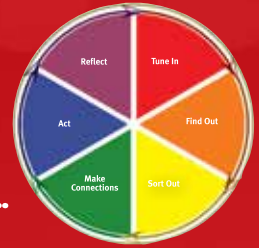
Environments are defined by physical characteristics and processes, and are connected to human activities and decisions about resource management.

- » Australian environments are defined by patterns of natural processes, by human activities and the relationships between them, including climate and natural resource distribution, resource use, and settlement patterns (e.g. the “tropical north”; the Queensland “coal belt”; sugar cane-growing areas; the “booming” south east corner)

- » Natural hazards are a result of natural processes, and human activity can affect the impacts of these occurrences. (e.g. cyclones are a common occurrence in Queensland, and increased coastal development has intensified their impact)
- » Physical and human dimensions are used to define global environments (e.g. biomes such as tropical rainforests and deserts; human constructs such as developed and developing nations).

Queensland Curriculum, Assessment and Reporting Framework: http://www.qsa.qld.edu.au/downloads/p_10/qcar_el_sose_yr7.pdf





TUNE IN >>



SafeSpace Inquiry

Introduce

- » Focus attention to the SafeSpace topic.
- » Tap into prior knowledge of concepts of community, safety and responsibility.

Motivate

- » Raise the interest level of the learners and focus on the inquiry process.
- » Encourage students to identify issues to be investigated throughout the inquiry.

Frame and Identify

- » Frame, shape and identify the key inquiry question.
- » Offer scope for students to negotiate issues relating to the SafeSpace inquiry.
- » Ensure that expectations of the culminating tasks and SafeSpace Expo are understood.
- » Provide opportunities for students to form groups and to organise and plan for the inquiry.

Content Overview

- » Perceptions about SafeSpace.
- » Perceptions about different types of communities.
- » The school as a SafeSpace.
- » Connections among concepts of community, safety and responsibility and communities as SafeSpaces.
- » Purpose and design of the culminating SafeSpace Expo.
- » Co-operative group learning roles and responsibilities.

Assessment

- » Monitor the students' prior knowledge, interests and engagement.
- » Frame and explain the individual and group learning tasks and the role of the *Student Learning Folio*.
- » Encourage students to set group goals and to take ownership of their learning.

Introduction to SafeSpace

Introduce

- » Introduce the idea of a SafeSpace.
- » Engage students in dialogue about their opinions and interpretations.
- » Challenge students to reframe initial interpretations through associating the key concepts of community, safety and responsibility.

Q. What is a community?

- » Explore student perceptions, associations and prior knowledge about different types of communities, such as school; local community; community groups; other communities visited or known. Identify that a community involves people interacting together.

Q. What makes our school community a SafeSpace?

- » Tap into students' associations of what constitutes the school community as a "SafeSpace".
- » Extend the discussion in ways that offer scope for students to describe, recall experiences and to offer personal opinions about their own community as a SafeSpace.

Q. Who is responsible for making a community a SafeSpace?

- » Brainstorm, list and consider those responsible for making a community a SafeSpace.
- » Explore the role of individuals and groups in creating a SafeSpace.
- » Question students about perceptions and prior knowledge of the role and work of agencies such as the Emergency Services, particularly QFES.

Q. What connections exist between the concepts of community, safety and responsibility and a SafeSpace?

- » Create the beginnings of concept maps or illustrations that consider the connections relating to the concepts of community, safety and responsibility (whole class; groups; individually). Continue to build throughout the unit.

Motivate

What is the inquiry task and purpose?

- » Introduce and discuss the idea of creating a SafeSpace Expo that focuses on community, safety and responsibility in different environments across Queensland.
- » Generate students' associations, opinions and ideas about existing campaigns or promotions about these key concepts.

Frame and Identify

What is the inquiry focus?

- » Pose the key inquiry question and negotiate possibilities for the investigation.
- » KWL – frame questions that challenge students to identify what they want to know, or think they need to find out. Negotiate which aspects of the above are to be included in the class inquiry.
- » Extend the KWL to KWHL with an emphasis on planning for the ‘how’ (resources; ICT; guest speakers; artefacts; media).
- » Present and discuss the culminating individual and group tasks. Negotiate on the timeframe; medium/media to be used for the Expo.

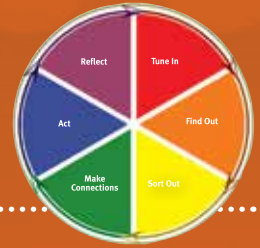
Negotiate Goals, Roles and Responsibilities for the Inquiry

Q. What parameters and guidelines will we use to structure our inquiry?

- » Form groups and negotiate or assign to each group a specific type of environment from different regions throughout Queensland (e.g. urban, rural, coastal, tropical, outback). Explain that students will investigate communities in these environments using co-operative learning and collaborative group processes.
- » Negotiate on some aspects of the inquiry.
- » Set clear expectations – time; tasks; ways of working.
- » Encourage students to take ownership of their learning through flexible use of the *Student Learning Folio*.
- » Provide students with the opportunity to identify an aspect of the SafeSpace concept that they consider warrants investigation, or that they might choose to further explore independently as they engage in the class and group inquiry.
- » Assist groups to negotiate working agreements to plan for, set goals and organize themselves for the inquiry.
- » Guide students to examine the inquiry purpose and tasks for the SafeSpace Expo. Encourage them to explore what they know about their group’s SafeSpace community, and generate possible ideas for the demonstration of their learning at the Expo.



FIND OUT >>



SafeSpace Inquiry

Find Out is the lengthiest phase of the inquiry during which students are involved in a range of whole class, independent, and co-operative group activities and tasks.

- » Scaffold activities involved in accessing and organising of information relevant to the SafeSpace key inquiry question: “What makes a community a SafeSpace?”
- » Structure and guide the SafeSpace Inquiry using these questions.
 - What are the characteristics of communities?
 - What are the some of the hazards and safety issues faced by communities?
 - How do community services and infrastructure help to support community safety?
 - What does it mean to be safe and responsible citizens in our community?

Assessment

- » Observe and consult with students individually and in groups as they access, select and use information in response to the focus questions.
- » Monitor students’ abilities to respond to the focus questions using the *Student Learning Folio* and activity sheets.

Content Overview

- » Characteristics of Communities
Environmental characteristics of communities in different Queensland locations; natural and built features; influence of environment on community lifestyle.
- » Hazards and Safety Issues
Potential community hazards and safety issues; causes, effects and consequences; the effects and science of fire; warnings and protection.
- » Infrastructure and Services (particularly QFES)
Meeting community needs; infrastructure and services; roles and responsibilities.
- » Responsible Citizenship
- » Responsibility and citizenship; Decision-making: Choices and consequences; values, ethics and perspectives; social and legal implications.

Characteristics of Communities

Focus Question: What are the characteristics of communities?

Characteristics of a Community

Q. What are the characteristics that help define ‘community’?

- » Further discuss students’ understanding of the meaning of ‘community’.
- » Brainstorm various types of communities that exist (e.g. home, school, local area).
- » Negotiate a shared definition of the term from the perspective of a community being a SafeSpace (e.g. people coexisting; living together in a shared space).
- » Identify and list the characteristics of a community as a SafeSpace.
- » Explore safety precautions and measures for home and school communities.

Communities are situated in different environments across Queensland

Q. What are some of the different environments that communities are situated within across Queensland?

- » Examine the different geographical regions on a Queensland map.
- » List the different types of environments that exist in these regions. Encourage students to make observations, identify patterns and hypothesise about the existence of different types of communities in these environments.
- » Collect and view maps from different sources and that give different types of information – e.g. maps highlighting specific features (aerial maps, tourist promotional material).
- » Briefly compare and contrast different types of environments. Emphasise similarities and differences to develop a sense of the “uniqueness” and “situatedness” of different Queensland communities and an appreciation for the diversity that exists.

Communities’ characteristics are influenced by natural and built features in their environments

Q. How might a community’s lifestyle and characteristics be influenced by natural and built features in its environment?

- » Discuss natural and built features of the environment.
- » Explore how the demographics, climate, location, and resources of a community influence lifestyle. Note-take and record ideas.
- » Encourage students to consider how such features might influence considerations of a community as a “SafeSpace”.
- » Challenge students to consider the different issues that would need to be addressed in determining what makes their community a SafeSpace. Where relevant, make links to influences on community safety operations such as QFES.
- » Revisit and revise the concept map commenced in Tune In that highlights the connections between the concepts of community, safety, responsibility and a SafeSpace.

Community lifestyles are influenced by environment.

Q. What are some of the specific characteristics and features of the community you are researching and how might these impact on your community as a SafeSpace?

- » Provide opportunities for students to search for and access a range of information sources, including ICT, to investigate the physical characteristics and lifestyles of communities existing in the environment assigned.
- » Specific characteristics/features to be identified can be negotiated to include:
 - Physical features (natural, built)
 - Natural processes
 - Climate
 - Natural resource distribution
 - Human activities
 - Resource use
 - Settlement patterns
- » Use semantic organisers as frameworks for note-taking, comparing, contrasting. Incorporate the use of ICT.

Suggested contributing task:

Students cooperatively draw on their research to plan and construct a model or mural of their **SafeSpace** community, to be included in the class **SafeSpace Expo**, highlighting the features/characteristics investigated above.

Other suggestions/ideas:

- Create a class storyboard for students to find, gather and display, as a class community, various news stories, magazine and promotional clippings relevant to SafeSpace. Students could be encouraged to access the website www.emergency.qld.gov.au or www.fire.qld.gov.au for links to the QFES site and emergency services stories.
- Challenge students to create a name for their SafeSpace community and explain the reasons for their choice.



Hazards and Safety Issues

Focus Question: What are some of the hazards and safety issues faced by communities?

Potential Hazards and Safety Issues

Q. What are some potential hazards and safety issues faced in communities?

- » Clarify students' understanding of the meaning of the term 'hazard'.
- » Identify and list potential safety issues and hazards encountered in everyday life.
- » Compare and categorise under the headings of home, school and wider community.
- » Briefly discuss how and why such safety issues and hazards occur in these different communities as a lead in to discussion of cause, effect and consequence of safe and unsafe actions.

Cause; Effect; Consequences

Q. What are some causes, effects and consequences of safe and unsafe practices?

- » Analyse examples of safe and unsafe practices at home, school and in the community in which students live in terms of cause and effect. Record cause and effect using a graphic organiser.
- » Encourage students to explore the consequences – positive and negative – of safe and unsafe actions through discussion and other activities (e.g. role play, cartoons, sketches, story).
- » Draw connections about the similarities and differences in terms of hazards and safety issues faced in various contexts and communities.

Fire as a Safety Issue/Hazard: the effects and science of fire

Q. What are the scientific effects of fire on materials and substances, and how can these create unsafe or safe situations?

- » Examine the science of fire and the chemical changes that occur using scientific terminology.
- » Collect, analyse and categorise information from first- and second-hand data relating to: different kinds of fire, combustibility, smoke, heat, suppressing and extinguishing fire.
- » Discuss how these characteristics make fire a potential hazard/safety issue in different communities.
- » Assist students to identify safe and unsafe actions relating to situations involving fire.

Warnings and Protection

Q. What are some warning and protective systems used when dealing with fire as a hazard?

Examine the different types of warning systems and protective behaviours and equipment (e.g. clothing) that exist in communities – in particular those which relate to fire safety.

- » Examine the composition of materials (e.g. masks; fire blanket; foam; hose water pressure; sprinkler systems).
- » Revise and emphasise fire safety rules and procedures making explicit links to the science of fire in terms of the reasons for the procedures (e.g. working smoke alarms; evacuation plan; safe storage of potentially hazardous materials).
- » Discuss how these systems and procedures help make a community a SafeSpace.

Focus Question: What are some of the hazards and safety issues faced by communities?

- » Identify and explore safety issues faced in the group's SafeSpace community – e.g. bushfires; floods; industrial fires; storms.
- » To give further structure and scope to the investigation, guide students to identify and explore safety issues and hazards in terms of the following categories: FIRE, NATURAL HAZARDS and HUMAN ACTIVITY, as these are relevant to their community context.
- » Guide students to make connections between the hazard and factors such as climate, built and natural features, and community lifestyle.
- » Provide structures to assist students to critically consider and record causes, effects and consequences of natural hazards, and unsafe practices that threaten the community.
- » Challenge students to identify and examine ethical and environmental issues relating to decisions about applications of science to address potential safety issues in their SafeSpace community – e.g. back burning; industrial waste disposal; construction and building materials.

Suggested contributing task:

Students locate and analyse a range of sources of information (such as tables, graphs and statistics) that reveal something about a particular safety issue in their researched community. Students creatively present and explain data, findings and conclusions from their analysis as part of their group's **SafeSpace Expo**.

Other suggestions/ideas:

- Groups collect and analyse labels on materials and substances, and safety and hazardous warning signs to create a class montage of safety issues and hazards for exhibit at the SafeSpace Expo.
- Students research how particular hazards and safety issues influence house and building design and materials in different environments across Queensland. Groups could be encouraged to construct a model of a "safe house" designed in response to hazards/safety issues faced by communities in their researched environment to be included in the class **SafeSpace Expo**.



Infrastructure and Services

Focus Question: How do community services and infrastructure help to support community safety?

Meeting Community Needs

Q. Who is responsible for providing for the needs of a community?

- » Explore the concepts of infrastructure and services from the perspective of meeting community needs.
- » Examine the infrastructure/services that exist in the student's own local community using different sources of information and text types. Consider how structures/services provide for particular community needs.
- » Guide the investigation from the general to the specific in terms of how infrastructure/services contribute to making a community a SafeSpace.

Roles and Responsibilities of Community Safety (QFES focus)

Q. How does Community Safety help protect and provide for the needs of communities?

- » Identify and classify the services required to contribute to making a community a SafeSpace. Make strong connections to the Department of Community Safety, especially the QFES.
- » Investigate the roles and responsibilities of the Department of Community Safety and emergency services personnel through varied sources.
- » Investigate the roles and responsibilities of QFES in communities across Queensland. Use the internet to discover what different situations firefighters work in. Identify roles, common procedures, and aspects of work unique to particular areas/communities.
- » Investigate the roles and responsibilities of other services.
- » Consider the relationships between various services/agencies. Utilise links to the Department of Community Safety website.
- » Choose a situation that highlights an agency's need to work with other community structures and services (e.g. accident scene), and have students discuss connections across services in terms of the roles and responsibilities of each service.

Connections: community, safety, responsibility

Q. How do particular services or infrastructure contribute to making a community a SafeSpace?

- » Summarise infrastructure and services and its connections to the concepts of community, safety and responsibility.



Focus Question: How do community services and infrastructure help to support community safety?

Infrastructure and Services in My Research Community

Q: What structures and services exist to provide for safety in the community my group is investigating and how do they do this?

- » Students investigate and record notes about the infrastructure and services that exist in their research community, particularly QFES.
- » Focus the investigation by having students examine particular services, structures and agencies in terms of: principles/values, roles, functions, ways of operating, impacts on people/communities.
- » Investigate the roles and responsibilities of firefighters in relation to the group's researched SafeSpace community.

Suggested contributing task:

Students create a visual representation of the infrastructure and services that exist in the community being investigated, and highlight the role various services and infrastructure play in helping make a community a SafeSpace.

This will be used for exhibit at the SafeSpace Expo (e.g. 3D model, collage, report, photographic montage, video clip).

Other suggestions/ideas:

- Invite a guest speaker or organise an on-line discussion with an individual with experience or expertise in community infrastructure or services.
- Students consider scenarios involving emergency services in their research community, with groups to examine how various services deal with a particular hazard in their community context. Students choose a scenario relevant to their particular community context and consider the role of infrastructure/services in responding to this hazard. Have students collaborate to create a visual representation of the role of community infrastructure/services in providing for community safety (e.g. construct story boards that sequence events; use digital storytelling to show services' response).



Responsible Citizenship

Focus Question: What does it mean to be safe and responsible citizens in our community?

Responsibility and Citizenship

Q. What does it mean to be a responsible citizen?

- » Investigate the concepts of responsibility and citizenship. Explore meanings for self and others in the context of school and/or the broader community.
- » Examine the needs, wants and rights of individuals and groups in the community. Use graphic organisers to visually represent connections between the needs, wants and rights, and concepts of responsible citizenship.
- » Consider how codes of conduct might shape the responses of individuals at school, home, sporting venues, shopping centres, outdoor and indoor pursuits, and in emergency situations (e.g. Queensland Fire and Emergency Services).
- » Focus discussion by asking students to consider the role of responsible citizenship in making a community a SafeSpace.

Decision-Making: choices and consequences

Q. How does a consideration of choices and consequences inform responsible decision making?

- » Reflectively deliberate on and critique the idea that decisions involve choice, and that each individual can choose to behave in acceptable or unacceptable ways. Encourage students to explain and justify responses to this statement.
- » Debate, role play or visually represent scenarios highlighting the choices and decisions available to individuals, and the consequences of different behavioural choices and decisions. Contextualise discussion around incidents of fire, crime and accidents.
- » Challenge students to consider the consequences for themselves and others resulting from responsible and safe or irresponsible and unsafe decisions.

Values, Ethics and Perspectives

Q. What are the values, ethics and perspectives that underpin responsible citizenship?

- » Identify and describe how an individual's principles, values and perspective / point of view can influence the decisions that they make.
- » Extend the discussion from above by asking students to consider factors that might influence a person's values, ethics or perspectives, and what might happen when they conflict with the values, ethics and perspectives of others.
- » Examine, discuss or role play assertive and responsible behaviours (e.g. assertive action or refusal skills, lifestyle choices, responsibility for personal health, safety and well being, consideration of others' health, safety and well-being).

Social and Legal Implications

Q. What are some of the social and legal implications of responsible or irresponsible decision-making?

- » Consider situations that reflect both responsible and irresponsible behavioural choices. Analyse the social and legal implications of actions taken.
- » Make links to consequences in terms of personal health and well-being, community and environment.
- » Examine the law, the consequences of crime, and legal rights and representation as relevant to different scenarios involving accidents, natural disasters and crime.
- » For a more in-depth case study, examine the crime of arson. Use the internet to access information concerning fire investigation and issues relating to arson and deliberately lit fires.
- » Discuss or role play and compare the consequences of different behavioural choices from multiple perspectives in relation to one of the issues considered above.

Community, Safety and Responsibility

Q: How does responsible citizenship help make a community a SafeSpace?

- » Revisit and revise the concept map (commenced in Tune In) that highlights connections between community, safety and responsibility.
- » Students investigate, summarise and represent what would constitute responsible citizenship in terms of social, ethical and legal issues within their SafeSpace community. Encourage students to make explicit links to responsible behaviour and the community as a SafeSpace.
- » Record information using a Y-chart relating to what responsible citizenship would 'look like, sound like and feel like' in their particular SafeSpace community.

Suggested contributing task:

Locate, read and critically analyse (or construct news reports) that detail examples of responsible and irresponsible citizenship as they relate to particular social, ethical and legal issues within a chosen SafeSpace community. Particular issues for students to consider in their analysis and/or construction of news reports might include points of view, choices made by individuals, possible influences on decision-making processes, consequences of actions for the individual and the community, social and legal implications.

Other suggestions/ideas:

- Define the concept of responsible citizenship through comparison of what it is and what it is not –
Responsible citizenship is ...
Responsible citizenship is not ...
- Examine graphs that indicate statistics of crime.
- Construct a news or picture story about life in laissez faire 'Chaos Space' – a community with no rules, codes of behaviour, laws or justice system.
- Create another story about life in a SafeSpace community.
- Consider both stories and compare the consequences for the individual and community.



SORT OUT >>



SafeSpace Inquiry

- » Support students in processing information gathered in the *Student Learning Folio* relating to the key inquiry and focus questions with reference to the culminating assessment tasks (Part A Individual, and Part B Co-operative Learning Group).
- » Guide co-operative learning groups to sort, evaluate, organise and make decisions regarding information gathered. Ensure information is relevant to the community under investigation and contextualised with reference to Emergency Services, particularly QFES.
- » Challenge students to reason and explain the relevance of information gathered in relation to the SafeSpace key inquiry question.
- » Clarify any misconceptions or uncertainties. This may require further teaching or explanation, or directing students to access additional or different information from other sources. Students might also formulate new questions about their learning, leading them to further investigation.

Assessment

- » Refer students to self-assessment checklists in the *Student Learning Folio*.
- » Consult with groups – focused consultation/dialogue on reasons for the selection of information.
- » Check the *Student Learning Folio* to monitor level of understanding. Clarify misunderstandings and uncertainties. Assist students to identify if further information is required.
- » Monitor co-operative group working skills, particularly skills in negotiation.

Content Overview

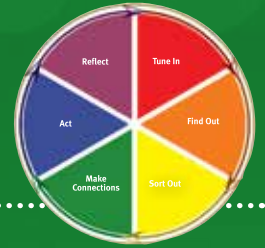
- » This phase has a focus on engaging students with particular ways of working as they evaluate and determine the relevance of information gathered with reference to the key inquiry question: What makes a community a SafeSpace?
- » Graphic organisers, flow charts, matrices and codes support students to organise and classify information under the headings of Community Characteristics; Hazards and Safety Issues; Infrastructure and Services; and Responsible Citizenship.
- » The role of the Department of Community Safety, particularly the QFES in the community under investigation is highlighted to ensure contextual relevance.

Organising Information and Findings

- » Demonstrate processes of sorting and categorising information.
- » Revisit and revise the concept map (commenced in Tune In) to examine and review the connections between community, safety and responsibility. Refocus attention to the key inquiry question and related focus questions using the KWL strategy – in particular, ‘What I Want to Know’ as noted in the Tune In phase.
- » Make connections with the class activities and suggested contributing tasks encountered throughout the Find Out Phase.
- » Some useful strategies for sorting information include:
 - Scaffold the initial sorting of information using a strategy such as “Keep, Maybe, Discard”.
 - Use graphic organisers, flow charts, matrices and codes to assist students to further organise information using the concepts of community, safety and responsibility.
 - Challenge groups to select or create a tool or process to sort and organise information that has been gathered.
 - Use the Talking Heads strategy that provides scope for students to explain the relevance of information.
- » Guide students to sort information about their community as a SafeSpace in ways that connect the key concepts of community, safety and responsibility.
- » Ensure that information is contextualised with specific reference to the role of the Emergency Services, particularly the QFES.
- » Use a share-and-pair co-operative strategy for students to self- and peer-assess progress.
- » Students sort and categorise the information related to their researched communities.
- » Support students with the use of visuals to sort and categorise information (Venn diagrams, flow chart, web, matrix, Y-chart).
- » Encourage students to identify and take action to fill in the gaps in the information covered.
- » Students complete “visual summary” in *Student Learning Folio*.



MAKE CONNECTIONS »



SafeSpace Inquiry

- » Support students to review, analyse and connect sorted information to the SafeSpace key inquiry question: What makes a community a SafeSpace?
- » Refer to the *Student Learning Folio* (Find Out focus questions) to scaffold the process of responding to the SafeSpace key inquiry question.
- » Support students to establish connections between new and prior knowledge and understandings.
- » Guide students to synthesize relevant information that enables them to demonstrate the learning outcomes through the culminating tasks.
- » Assist students to use co-operative learning strategies to discuss, negotiate on and draw connections across information gathered by individual group members.
- » Guide students to cooperatively plan for the SafeSpace Expo, to respond to the key inquiry question, and to demonstrate outcomes of the SafeSpace inquiry with relevance to communities in the particular environment investigated.

Assessment

- » Continuing observation and consultation.
- » Focused analysis of SafeSpace *Student Learning Folio*.

Content Overview

- » Synthesize concepts of community, safety and responsibility by drawing explicit connections with the what, why and how of living in and contributing to a SafeSpace.
- » Define and highlight inclusions such as: Characteristics of Communities; Hazards and Safety Issues faced by communities; Infrastructure and Services supporting community safety (including QFES); Responsible Citizenship.
- » Plan for the presentation of findings through the culminating tasks, in particular the SafeSpace Expo.
- » Determine other tasks that need to be completed for the Expo (e.g. issuing invitations to others, banners, organisation of furniture, promotional posters, etc.). Have groups report to the whole class on their progress regarding the presentation of their group display for the class SafeSpace Expo.

Putting It Together

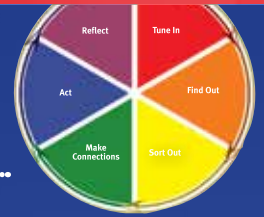
- » Focus students' attention on the key inquiry question.
- » Refer students to the *Student Learning Folio* to review learning in relation to each of the focus questions investigated in the Find Out Phase.
- » Use the concept map developed throughout the inquiry to identify connections between the key concepts of community, safety and responsibility and a community as a SafeSpace.
- » Complete the KWL – in terms of what has been learnt about what makes a community a SafeSpace.
- » Actively engage students in the process of self assessment.
- » Students prepare their *Student Learning Folios* for teacher assessment.
- » Remind students that the Expo offers an opportunity for demonstrating learning through their informed responses to the key inquiry question and related focus questions.
- » Make arrangements to invite others to the Expo (e.g. parents, other classes, staff, members of the community).
- » Guide students to analyse information and to make connections across the information collected by group members to present a synthesis of the information gathered.
- » Guide students to use planning processes provided in the *Student Learning Folio* and to draw on other class activities and suggested contributing tasks to plan for material to be presented as part of their group SafeSpace Expo display.
- » Encourage students to negotiate ways of demonstrating their learnings to enable them to draw on multiple intelligences and/or a variety of modes and media.
- » Plan for the presentation of findings at the Expo through other creative media.
- » Provide opportunities for students to finalise Expo preparations for the class display and group presentations.
- » Students self assess group tasks.

Suggestions/ideas of media for demonstration of learning at the Expo:

- » Drama or role plays; visual art or designs (paintings; sketches; collage; construction; picture sequences); media and ICT (PowerPoint presentations; video); written report; persuasive story; news report; story; documentary; cartoon; verse.



ACT »



SafeSpace Inquiry

- » Support students to draw conclusions and respond to the key inquiry question: What makes a Community a **SafeSpace**? through the presentation of the *Student Learning Folio* and group **SafeSpace Expo**.
- » Use the SafeSpace Expo as a medium for students to communicate, share and present their findings to others.
- » Direct students to work in their cooperative groups throughout the Expo to present the outcomes of their investigation to their peers and others.

Content Overview

- » Presentation of learning through the culminating tasks.
- » Share responses to key inquiry question.
- » Summary of key learnings about what makes a community a SafeSpace.

Assessment

- » Observation of students as they present the Expo.
- » Sample Assessment Rubric – focused analysis of group SafeSpace Expo display, gathering evidence of the extent that students have achieved the planned essential learnings.

SafeSpace Expo

- » Students present the Expo displays and demonstrations of learning through different media.
- » Provide a process for each group to respond to the key inquiry question and to present information about their SafeSpace community (teacher assessment).
- » Actively engage students in the process of presenting findings and responding to feedback.
- » Share
- » Present findings
- » Respond (questions, feedback, extension, alternatives suggested by others);
- » Challenge students to record key learnings from each of the other group presentations regarding their SafeSpace community.

Suggestions/ideas

- Take photographs or video the Expo in action.
- Encourage visitors to give feedback – e.g. SafeSpace book; feedback sheet on a wall; verbal.



REFLECT »»



SafeSpace Inquiry

- » Close the SafeSpace inquiry and celebrate student's learning.
- » Engage students in reflective processes that enable them to recognise learning and their achievements as knowledge producers, and to identify changes in their perspectives, knowledge, skills and values.
- » Challenge students to consider the 'what', 'how' and 'why' of their learning and to consider how they might use knowledge gained from their SafeSpace inquiry to enable themselves and others to live safely and responsibly within their own community and the communities they visit.
- » Incorporate evaluation processes that focus on the students' reflections about the skills they developed through different ways of working throughout the inquiry, and identify those they need to continue to develop for future applications.

Content Overview

- » Reflection on learning about what makes a community a SafeSpace.
- » Consideration of the implications of learning for themselves as responsible citizens of a SafeSpace community (e.g. What can I do to make a community a SafeSpace?)
- » Review and evaluate the personal and group goals set for the inquiry (e.g. knowledge and skills).
- » What worked well to support the inquiry learning? How? Why?
- » What could have been done differently? How? Why?
- » What was the greatest challenge? How? Why?

Assessment

- » Encourage students to reflect on self- and teacher assessments of culminating tasks using the sample rubric.

Reflect on Learnings

- » After the Expo, provide a process for each group to share key learnings.
- » Draw and discuss conclusions in relation to the key inquiry question.
- » Evaluate the effectiveness of the class SafeSpace Expo in achieving its central purpose and facilitating the learning of students and others.
- » Critically consider the implications of findings and conclusions in terms of what makes a community a SafeSpace.
- » Students complete an individual reflection in their *Student Learning Folio*, responding to the Key Inquiry Question: What makes a community a SafeSpace?, by drawing upon what they have learnt from their own investigation and from the displays of others.



SafeSpace

TEACHER RESOURCE

Also available at www.qfes.qld.gov.au/communitysafety/schools/default.asp

