

Lake Grace Slide was	Hi, I'm teaching at Lake Grace District High School. The Shire has about a residents. It's a wheat and sheep farming community, and about $\frac{3}{4}$ of the students bus in from the farms on the unsealed red dirt roads.
<u>C</u> Farm images	I enjoy getting out and involved in the community. I've been out to the farms and have been learning about back-lining sheep, the price poll Dorset fetch, or merinos, the mechanics of harvesters – getting out there and rounding up sheep with the parents and the kids that I teach and learning how to help deliver lambs, putting up fence lines – I really enjoy it!
<u>C</u> Sports images	<p>On Saturdays families drive in their 4 wheel drives and Utes to participate in all the sports. Many of the Primary and Secondary kids are in the footy teams, hockey and netball teams. In summer they join in the basketball and tennis tournaments. I enjoy sport too – and it's a great opportunity to chat with the parents and community folk, as well as cheering for the local footy team!</p> <p>I teach English, Society and Environment and I've been given the Careers 'portfolio' also. A part of the Society & Environment course is Active Citizenship and as I began to think about how the students could be involved in the community in active citizenship, I could see that this also fulfilled the community service programme aims too.</p> <p>I thought of some ideas and I asked parents what needs they were aware of in the community that the students could constructively help in. Then I approached the CEO of the Shire and asked if he had any ideas. I arranged a meeting with him and on the day I arrived at the Shire Offices I found he had called on the Lake Grace Development Association Shore Councillors to throw in their ideas too. That was really helpful!</p>
<u>C</u> Shire Brainstorming	<p>We had a very practical brain storming session, considering ideas and their motivational strength and feasibility of achievements for the students, and we came up with a combined programme plan for Term 1 and 2.</p> <p>We'd already fulfilled the required 20 hours of community service for the Year 10 students, but the benefits of having the students out there constructively helping the community folk in the Shire were so good that we had another brainstorming session and planned forward for Term 3 also.</p>
<u>C</u> Playground Audit	<p>The Shire needed an official audit done of all the playgrounds in the community, to ensure they met the current government regulations and we figured the students could do this, if they were given training. I worked with the Shore Councillor Michelle Slarke as she created the official audit form, suggesting clear explanations of what had to be measured and observed, with diagrams – was needed so that the students knew what to look for and how to carry out the requirements of the audit.</p> <p><i>(Hand out the audit forms. Refer to climbing equipment Q, Page 2 trap points, Page 3 table.)</i></p> <p>I went through this in class with the students, so that they understood</p>

	<p>exactly what they needed to do, then divide them into teams, informing each team of the geographical locations they had to travel to - walking or in staff/parent cars to audit the various playgrounds. One hitch discovered was that although some of the Shire Councillors were willing to come along and help supervise teams, I could only have those who had the official 'working with children' certificate.</p> <p>Thankfully I had a parent who held these 'qualifications' and was very willing to help me out. Two other parents have since applied for and gained this certificate.</p>
<p><u>C</u> Audit Photos</p>	<p>The students were very good enthusiastically measuring and jotting down official notes about rusted bolts and bars with gaps outside the government regulations. Etc.</p> <p>In that 1st term I was teaching WWI to the Yr 9/10's in S&E. After viewing the documentary footage from the frontline warfare and reading some of the letters of the young Aussies at the Front, the like for the guys who went through that. I asked the students to brainstorm about what they thought we could do to commemorate ANZAC Day with the community. The result was the formation of 2 groups: one to create a power-point and video extract presentation on the following –</p> <p>What ANZAC stands for, what it means to us Why we should remember Dates/years/locations of main events Video extracts Life after war</p> <p>This is what the students came up with. The second group planned to create posters, approach the local 'Lakes Link' news and local shop owners to ask if they'd be willing to allow the students to advertise what was going to happen. I liaised with the staff members in charge of the cadets, and student council and visited they had of the local RSL to talk with him and ask what he thought of the students proposals. He said it was fine. I also ran the plan past the Principal, somewhere in there.</p>
<p><u>C</u> ANZAC Video</p>	<p>I booked the Town Hall, organised a P.A system, and letters were sent home to all the school families. The students helped set up all the chairs for the community and the media equipment, cooked the ANZAC bikkies (with the help of parents) to be distributed to all at the end of the commemoration, and we had rehearsals at the Hall the day before the event. (<i>Video footage on at the same time</i>)</p> <p>We were now in term 2 and had been teaching the Yr 9/10 students all the elements of surveys, in English. We studied the university format – you know, all the subsections: Purpose of Study, Methodology, Results Discussion the students chose a subject they were interested in and created their survey Q's, then went out and interviewed 20 people, came back and analysed the data, and then wrote it up in a formal survey paper.</p> <p>One of the Shire Councillors mentioned that the Shire wanted a</p>

	<p>survey done of the folk in the community and I said – oh, the students could do that, and explained what we'd just been studying.</p> <p>The students could be knocking on doors interviewing all the folk in the Lake Grace Township. We didn't go out to the farms though, the travelling distances were too great as the students only had 1 (later times 2) 50 min periods at the end of each Tuesday assigned for their Community Service Active Citizenship. (<i>Hand out survey sheets</i>)</p>
<u>C</u> Survey Photos	<p>Practicing in class – (Mikes example. Nerves at the first gate – Brad and Sam) But overall they did very well. The community folk thought it was great, It took about 6-7 sessions to cover around 100 houses. For those folk who weren't in on the day the students were out interviewing, the survey was left in their front door, asking them to kindly complete it and send it to myself at the school. I had surveys rolling in continuously!</p> <p>When all the homes were covered, Ms Slarke on of the Shire Councillors came and instructed the students on how to officially tally, collate and record the survey results in the format the Shire wanted. This took about 3 school periods to do.</p>
<u>C</u> Survey Videos	<p>At a school/parent assembly I commended the students for responsibly and politely carrying out the Shire survey and they received 'honour certificates' for their efforts. I also asked 2 student representatives to create thankyou cards for the staff and parents who helped us in supervision and transport.</p>
<u>C</u> Thank you Photos	<p>We've since helped community volunteers looking after the Australian Inland Mission Hospital in Lake Grace. The students have dusted, swept, polished furniture, silver, linseed – oiled wooden floors, cleaned windows, transplanted garden beds, pruned shrubs and raked the front yard of the hospital.</p> <p>The students are currently, while I'm here, using their Community Service/ Active Citizenship allocated period to help the Shire do and official check of Lake Grace websites – so that correct and current information is available on them.</p> <p>That's our progress to date.</p>