

**CHILDREN'S VOICE COUNCIL  
WORKSHOP**

**Developing Tomorrows Leaders Today**

**NAME.....**



## Possible links to SOSE Outcomes

### Students to Note

By the end of this week I should

- Have a clear understanding and appreciation of the people in my district who have helped (are helping) to make the Redland district a place where I would like to live
- Know what people have had to do, are doing, and will have to do in the future to protect our natural and built environments at Redlands
- Know and value what it means to live in a democracy and compare this with other forms of decision making
- Develop the skills needed to be an active member of a vital community.

1. Where are we now?
2. Where are we going?
3. Where do we want to be?
4. How do we get there?

### Teachers to Note

TCC4.3

Students share empathetic responses to contributions that diverse individuals and groups have made to Australian or global history.

TCC4.5

Students review and interpret heritages from the diverse perspectives to create a preferred future scenario about a global issue.

SRP4.5

Students classify values that underpin campaigns and organisations associated with human and environmental rights.

PS3.5

Students describe the values underlying personal and other's actions regarding familiar places.

SRP3.4

Students simply describe the basic principles of democracy and citizenship from ancient to modern times.

Workbook compiled by Sandra Kenman, Edserve Tel: 33660111

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# MONDAY Session 1

9.00 am to 10.15 am

People who welcomed us to the workshop:

.....

Questions I need to ask about the program:

.....  
 .....  
 .....  
 .....

My timetable:

Parents to drop students at the Entertainment Centre each morning, 8.45, and collect at the Entertainment Centre at 3 pm each afternoon.

Time	Monday	Tuesday	Wednesday	Thursday
Session 1 9-10.15	Welcome Outline of program Goal setting Who am I? <i>Redland Entertainment Centre</i>		9.15 Recycling Centre, Cleveland  10.15 IndigiScapes, Capalaba	Bringing information together to answer the four questions. Gary White.
10-10.45	Morning Tea	Morning Tea		Morning Tea
Session 2 10.45-12.15	Building teams What will my team aim for? Four key questions. <i>Redland Entertainment Centre</i>		11.15 Water Treatment Plant, Capalaba	Rehearsals/ videoing/ preparation of posters
12.15-1.15	Lunch	Lunch	12 Noon Lunch/Tour -	Lunch MacDonalds

<p><b>Session 3</b> 1.15-2.45</p>	<p><b>What is a leader?</b> <i>Redland Entertainment Centre</i></p>		<p>Lunch/Tour - Regional Park, Capalaba, Tour Guide Dan Carter</p> <p>1pm Thorneside Sewerage Treatment Plant 2.00 Worm Farm, Cleveland</p>	<p>Presentations and celebrations</p>
<p><b>Session 4</b> 2.45-3.00</p>	<p><b>What did I learn today, and can use on Thursday?</b> <i>Redland Entertainment Centre</i></p>	<p><b>What did I learn today, and can use on Thursday?</b> <i>Redland Entertainment Centre</i></p>	<p><b>What did I learn today, and can use on Thursday</b> <i>Redland Entertainment Centre</i></p>	

# Who am I? Personal Goal Setting

Who are the people I will be working with?  
 What do I have to do?  
 How can I become an active citizen?  
 What skills do I need to be an effective council member?  
 What do councils do?



## ✓ WORKSHEET 1

GET TO KNOW THE PEOPLE IN YOUR GROUP.

Find someone who meets the description and ask this person to sign in the relevant space.

Someone ...

	Signature
Who moved to the Redland district within the last five years.	
Whose first name starts with 'F'	
Who plays netball	
Who has represented their school in a district or state event	
Who owns a bike	
Who has one sister and one brother	
Has seen the movie 'Wag the Dog'	
Who knows the name of the Mayor and can spell his name correctly	
Who knows the name of the nearest park	

## ✓ WORKSHEET 2

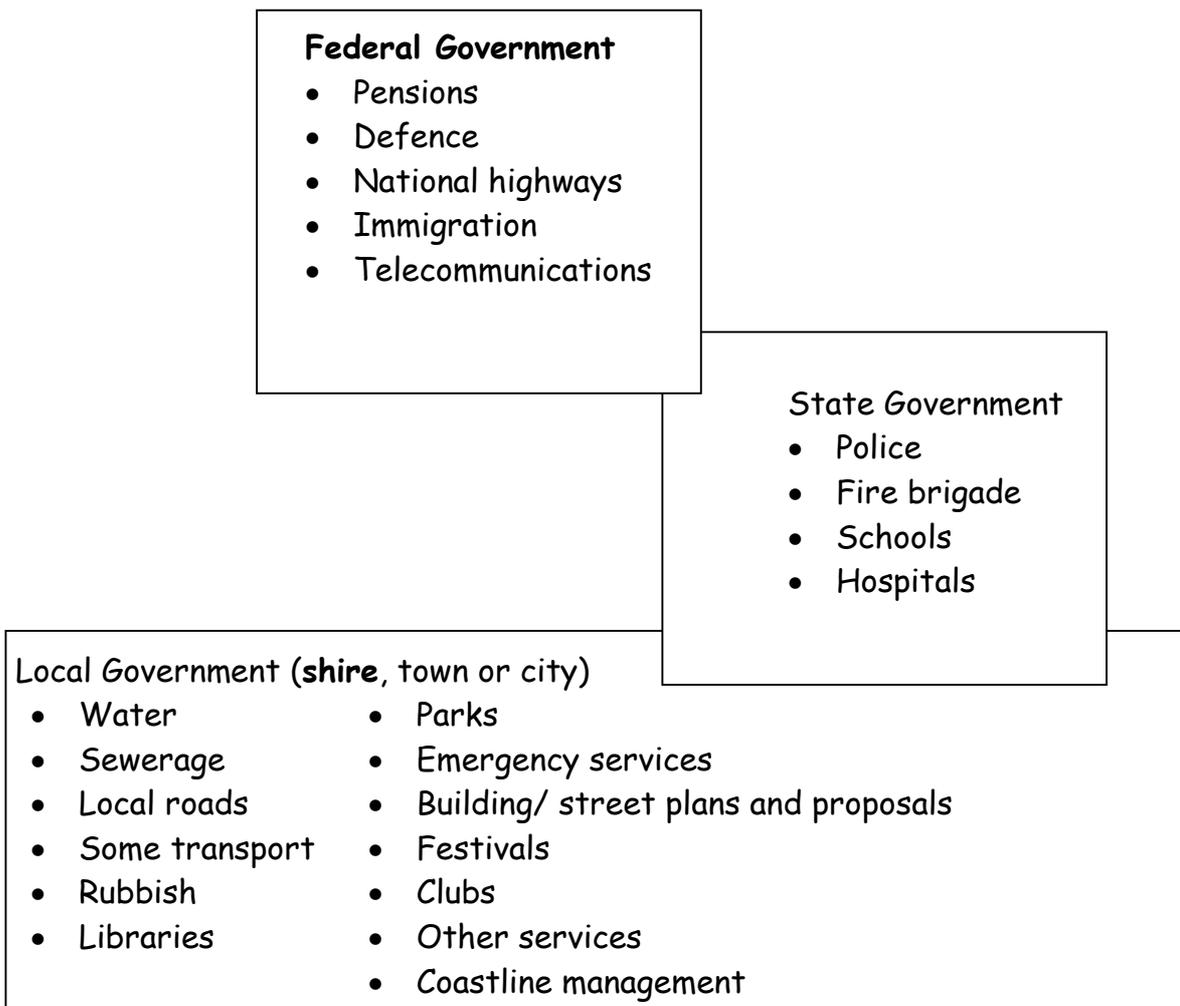
WHAT DO I HAVE TO DO IF I AM A COUNCIL MEMBER? WHAT DOES THE REDLAND SHIRE COUNCIL AND OTHER LOCAL COUNCILS DO?

## VIDEO

### LOCAL COUNCILS - VITALITY IN LOCAL COMMUNITIES

Local Councils are concerned with the quality of our lives including our **natural and build environments**.

Citizens have three levels of government:



## PEOPLE NEEDED TO LEAD AND MAINTAIN A VITAL COMMUNITY INCLUDE:

The Mayor

The **Councillors**

Local government workers such as engineers, youth workers, gardeners,  
road workers, office staff

ME!

- At 18 I can vote to decide who should be the councillors
- I can attend council meetings to observe
- I can make an appointment to speak to a councillor about a local issue of concern
- I can write letters to the council
- I can comment as part of **public consultations**
- I can be a leader in my community to help others understand the importance of active citizenship

## FUNDING COMES FROM

Rates, registrations, fees, loans

## QUESTIONS TO ANSWER

Work with a friend.

1. What do the words in bold mean? Work with your friend to make sure you understand the meanings of any other words or concepts used in the video.
2. Decide which type of work you would like to do if you worked for the Redland Council. Provide reasons.
3. Look at the program for Wednesday. Which government services and people described in the video are you likely to see on your visits?

## ✓ WORKSHEET 3

### WHAT SKILLS DOES OUR WHOLE TEAM NEED IF WE ARE TO BE EFFECTIVE COUNCIL MEMBERS AND SCHOOL REPRESENTATIVES?

Brainstorm this list as a whole group. Remember the rules for brainstorming

- Appoint a leader to call for suggestions and keep order
- Appoint a scribe to make notes on a chart or overhead so everyone can see the suggestions
- All suggestions should be recorded, even ones which may later be removed
- Encourage everyone to have a say

### WHAT SKILLS DO I HAVE?

Individual reflection. Look at the list and choose two skills you believe are your best skills.

.....  
.....

Choose one skill and write it on the back of your name tag. You will need this later.

### WHAT SKILLS SHOULD I AIM TO IMPROVE?

Individual reflection. Look at the list and choose two skills you believe you need to work at.

.....  
.....

### FORM THREE GROUPS

Firstly choose three leaders:

Nominate people to be leaders of three groups.

Vote for your choice using secret ballot.

Now form three teams so that people with different skills are spread amongst the teams.

Turn your name tag over so that everyone can see the skill you identified as your 'best skill'.

The three leaders form a committee to organise three teams. The subcommittee must make sure

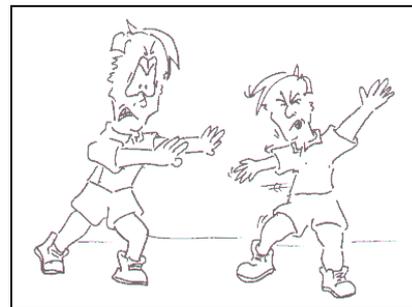
- People with certain skills are scattered across the three teams
- Teams have a mixture of male and female members
- People from the same school are in different teams

Anyone who wants to change teams should negotiate this with the team leaders.

Use consensus to decide on a name for the group. Suitable names might be 'The Action Group' or 'The Vision Group' or 'The CVC Planning Group'.

How has this activity helped you understand

1. Representative democracy?
2. The importance of team composition?
3. The skill of 'negotiating'?
4. The skill of 'effective listening'?
5. The term 'consensus'?



Complete the class lists for Tuesday by writing in the names of the groups. Your teacher will direct you in this activity.

## Students Lists Tuesday

IT in IT Room, Entertainment Centre

Public Speaking and Meetings – Green Room, Entertainment Centre

Using the Newspaper and Effective Research – Gallery Room, Entertainment Centre

Public speaking Session 1 Group	Using the Newspaper Session 1 Group	Using IT and Effective Research Session 1 Group
Public speaking Session 2 Group	Using the Newspaper Session 2 Group	Using IT and Effective Research Session 2 Group
Public speaking Session 3 Group	Using the Newspaper Session 3 Group	Using IT and Effective Research Session 3 Group

## OPTIONAL WORKSHEET 4

You formed groups using a 'democratic process'. If your teacher decided on the groups, you would say the groups were formed using 'absolute power'. King John was a King in England who believed he had 'absolute power' but found out this wouldn't work.

Work in your small groups to practise chanting the King John rap.

Add seven new lines by filling in the spaces, or make up your own version

*Today we have the CVC  
Kids at last have democracy  
We hope to .....*  
.....

*A voice for all  
A voice for all  
Redland kids standing tall!*

Send two representatives to the other groups and check if your chant will blend with theirs. Take a copy of your last verse.

As a whole group chant the rap including the new verses. Tap the table to maintain the beat.

### WANT TO KNOW MORE?

Complete the activities in the 'Parliament Versus Monarch' section of the *Discovering Democracy* text.

(insert King John rap from DD book)

# SESSION 2 MONDAY

10.45 - 12.15

## BUILDING TEAMS

### 1. Trusting one another : 10.45 - 11.15

Work in the teams you formed in the last session to complete the outdoor group tasks set by your teachers.

Personal Reflection

How did these trust activities help you understand your team members?  
What did you like or dislike about the activities?

## 2. Setting goals - 11.15 - 12.15

By Thursday lunch your team should be able to present to visitors a summary of what you have achieved during the workshops. Your summary might be in the form of

- a poster and an explanation of the poster
- digital photographs and captions projected onto a screen
- a short play
- a video clip (eg an interview, an advertisement, a role-play...)
- other

During your week's activities, and in your final presentation, you should be able to answer the following questions about the Redland Shire. You might limit your research to a particular part of the shire, or a particular service. The questions in the box below should help you focus whenever you visit a site or learn a new skill. For example, when you visit the IndigiScape you should think about

Where are we now? What trees are in our yards at home or at school?  
Where are we going? Why should we think more carefully about what we plant?  
Where do we want to be? What should our yards look like?  
How do we get there? What should we do if we want to protect native wildlife?

1. Where are we now?
2. Where are we going?
3. Where do we want to be?
4. How do we get there?

Use the rest of this session and the following worksheet to

- Set goals
- Decide what has to be done and who will do it
- Construct a timeline to achieve your goals

✓ **WORKSHEET 5**

**Action Plan**

After scanning the week's program, and taking into account students' interests, we intend to present our information by using

..... (poster, video etc).

Details will include

.....  
.....  
.....  
.....

Equipment and material needed

.....  
.....  
.....  
.....

Timeline and allocation of jobs

Jobs to be done Tuesday	Jobs to be done Wednesday	Jobs to be done Thursday
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Task	Person	Task	Person	Task	Person

## SESSION 3 MONDAY

### PANEL SESSION

#### WHAT IS A LEADER?

Listen to the members of the panel, and use the space below to make notes on questions you might want to ask. Ask the questions when invited to do so.

After the panel has left discuss the following:

What sorts of activities require leadership

- At school (eg whether to buy more netball equipment)
- In the local community (eg whether to use park land for wider roads)
- At a state level (eg whether to have school on Saturday)

- At a national level (eg whether to allow more refugees to stay in Australia)
- At a world level (eg whether to have international censorship of Internet)

How can people work together to complete these activities?

How would effective leadership make a difference?

### **WANT TO KNOW MORE?**

Complete the activities in the "Getting Things Done" unit of the *Discovering Democracy* text.

## TUESDAY

Add notes provided by your speakers and keep copies of your own work.

Homework for Tuesday:

Complete Section A of the School Group Worksheet so that you are well prepared for your visit to the recycling centre.

## WEDNESDAY

While visiting the different locations, decide which location might be a focus for your presentation on Thursday. Use the following focus questions to help you decide how you will present the information, the key messages, and the answers to the four questions:

1. Where are we now?
2. Where are we going?
3. Where do we want to be?
4. How do we get there?

## RECYCLING CENTRE

Complete the School Group Worksheet - Section B after you visit the recycling centre.

If you decided to produce to make a pamphlet to educate the community about recycling, what key messages would be in the pamphlet?

1. Where are we now?
2. Where are we going?
3. Where do we want to be?
4. How do we get there?

## INDIGSCAPES

If you made a five minute video segment for students at your school to prepare them for a visit to this centre, who would be in your video? What would they be talking about?

1. Where are we now?
2. Where are we going?
3. Where do we want to be?
4. How do we get there?

### Remember

- If pockets of bushland become isolated and wildlife can't move from one area to another to breed or have enough to live, we need to plant native plants in our back yards and streets.
- People are damaging the bush through dumping of garden waste and other waste, riding trail bikes, building cubbies, and lighting fires.
- The centre is designed to show what people can do in their own back yards to help look after the bush.
- We can keep all sorts of wild life in urban areas if we manage the areas well.

## WATER TREATMENT PLANT

Prepare a draft outline of a flowchart or a comic strip to explain to people what happens at the water treatment plant.

1. Where are we now?
2. Where are we going?
3. Where do we want to be?
4. How do we get there?

## SEWERAGE TREATMENT PLANT

Make a list of questions students might ask if they visited this plant. The questions might be useful for a 'mock interview' on Thursday. Use the hints below to design your interview.

Hints:

It is important to know

- what sewerage/ waste water (ww) is, where it comes from, what it looks like, what it smells like
- how the treatment process works or what happens at a STP ( in a basic way)
- what is removed from the ww at an STP; what goes in and what goes out of the STP; what is effluent; what does it look/smell like; where does it go; what is 'biosolids'; what does it look/smell like and where does it go; is it safe/environmentally friendly
- what is needed to treat the ww
- the environmental impact of ww treatment, what recycling/reusing happens in the process, monitoring of the receiving waterways
- who works or is involved in ww treatment
- why the treatment of the ww has to meet certain standards which are regulated by legislation - treatment levels are getting tighter all the time as discharge limits become stricter.

Now that you have planned the interview, can you answer these questions?

1. Where are we now?
2. Where are we going?
3. Where do we want to be?
4. How do we get there?

## WORM FARM

If you had your own worm farm at school, where would it be located? Why would it be useful? How would it be maintained? Make notes for a presentation which could be used at a *CVC Council* meeting.

1. Where are we now?
2. Where are we going?
3. Where do we want to be?
4. How do we get there?

## THURSDAY

Listen to the guest speaker to learn how to plan for action.

Prepare your presentation using the speaker's suggestions and your notes made during the week.

Present your information in the form you have chosen.

Celebrate being an active member of a vital community!

CONGRATULATIONS CVC MEMBER!