

Mathematics Level 7

Chapter 3 — Skills for joining in

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Asking good questions about what happens around us

Chapter 3 — Skills for joining in · Section 3A · Book: Civics and Citizenship Level 2 (preparatory)

Curriculum trace. Sets up VC2HC4S01 (Levels 3 and 4 band). Seeds the ground of VC2HC4S01 .E01 (questions about a decision, worked example 1) and VC2HC4S01 .E02 (a question about people joining in to help, worked example 2). This preparatory section owns no VC2 content descriptions — no VC2 Civics and Citizenship content description exists at Level 2 (TOC, D1). Substance is drawn down from earlier sections of this book: 1A and 1B (who decides, and everyone has a say), 1C (rules we make together), 2A (places that help everyone) and 2D (helping in our community).

Learn together

Words on this page. The Victorian Curriculum (VCAA) uses the words *political*, *legal*, *civic* and *contemporary*. In this book, we use them this way:

- **political** — about who decides, and how
- **legal** — about rules
- **civic** — about our community, and how people help
- **contemporary** — happening now, or not long ago, in places you know

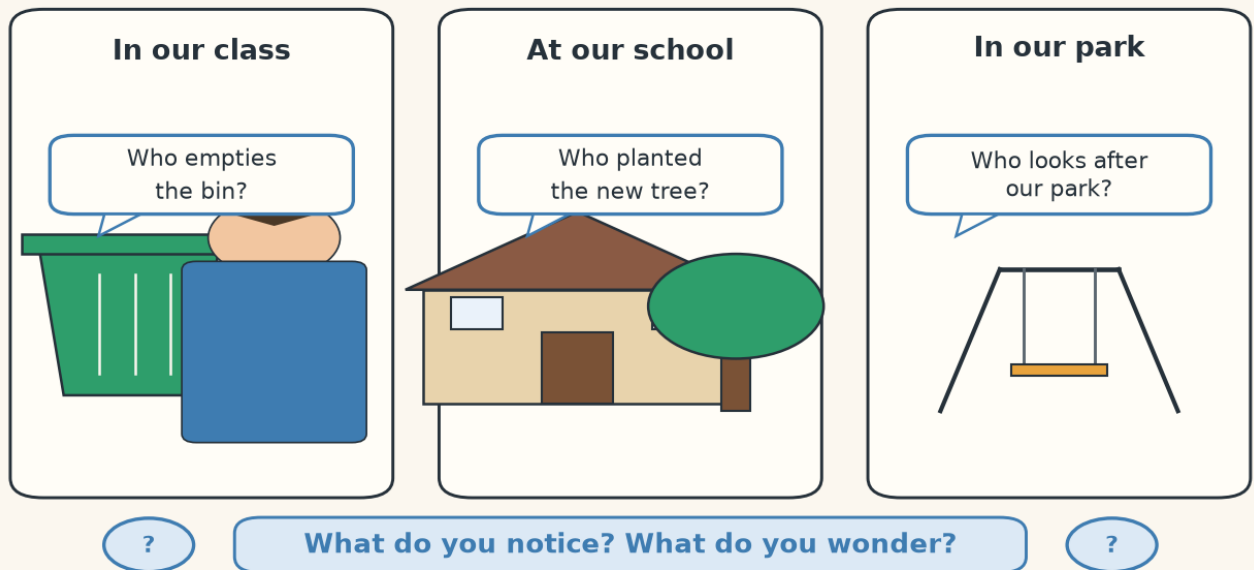
Grown-ups use these words in other ways too. In this book, we use them this way.

- A **question** is what you ask when you want to know something.
- To **decide** is to choose. The choice is a **decision**.
- **Fair** can mean different things to different people. In this book, *fair* means everyone is looked after the same way, and no one is left out without a good reason.
- A **rule** is what the people in a group should do.
- A **community** is the people around us — our class, our school, and the people near where we live.
- **Local** means near where we live.

Step 1 — Look around you. Your teacher reads: “*Yesterday the bins in our room were full after lunch. Today there is a new tree by the school gate. New swings are coming to our park.*” These are things happening around us. We see them happen. We ask about them.

We notice things happening around us

Then we ask questions!



Three cards showing things children notice happening in the class, at school and in the park, each with a question

With your class, say one thing you saw happen at school this week. Your teacher writes it down.

Step 2 — Question words. Six little words start big questions: *who*, *what*, *where*, *when*, *how* and *why*.

Six little words start big questions

Who?	Who decided that?
What?	What could we plant?
Where?	Where will we play?
When?	When can we go there?
How?	How could we choose?
Why?	Why is that a rule?

Table of the six question words *who*, *what*, *where*, *when*, *how* and *why*, each with one example question

Say each question out loud.

Step 3 — Questions in lots of places. Earlier in this book we met the people who decide: at home, at school, and for our local places. When something happens, we can ask about it.

We can ask questions in lots of places

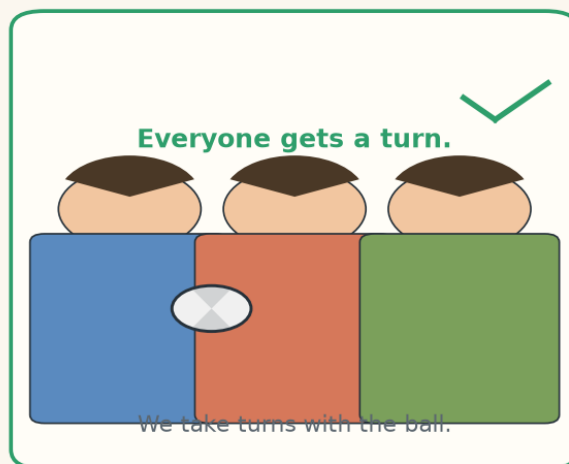
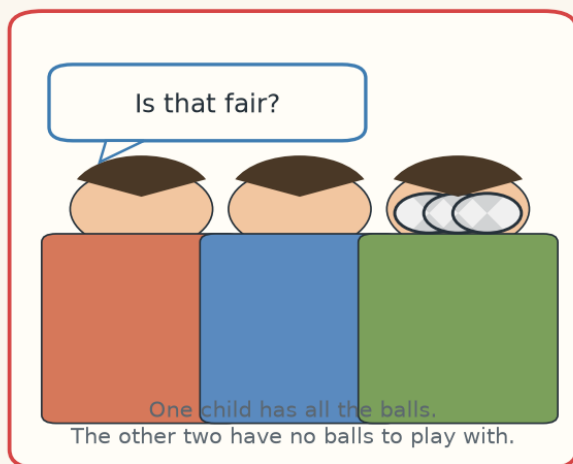
At home	At school	In our park
		
Our family is choosing what to have for dinner.	Our class is choosing a game to play.	A new swing is coming to our park.
Who decides at home?	How could we choose?	Who looks after the park?
a happening	a happening	a happening

When something happens, we can ask about it.

Three cards, at home, at school and in our park, each showing a happening and a question to ask about it

Step 4 — Fair questions. Sometimes we see something and think: that is not fair! Then we ask a fair question.

We can ask: "Is that fair?"



Fair questions: "Is that fair?" and "What would be fair for everyone?"

Two pictures at the playground: one child keeping all the balls, which makes us ask is that fair, and children taking turns, which is fair

With a partner, say one thing that would be fair at playtime.

Step 5 — Big questions and small questions. A small question is answered with *yes* or *no*. A big question makes us think. Big questions help us find things out.

Big questions make us think

Small question

"Do you like the garden?"

The answer is just yes or no.

Big question

"What could we plant
in the garden?"

There is lots to think about!

A good question...



is about something you saw happen

makes you think

is kind

A small question card answered with yes or no, next to a big question card with lots to think about, and three checks for a good question

A good question is about something you saw happen. It makes you think. It is kind.

Worked examples

Example 1 — with help (VC2HC4S01.E01)

What is happening: **Our class is choosing one game for the picnic.**

We ask

It is about

Who will decide?

the decision

How could we choose?

the decision

Is it fair for everyone?

the decision

Then we grow one big question: *How will our class choose the picnic game, so everyone gets a say?* (Earlier in this book, we learned that everyone having a say is our way of deciding together.)

Example 1: choosing the picnic game

What is happening:
Our class is choosing one game for the picnic.

Who will decide?

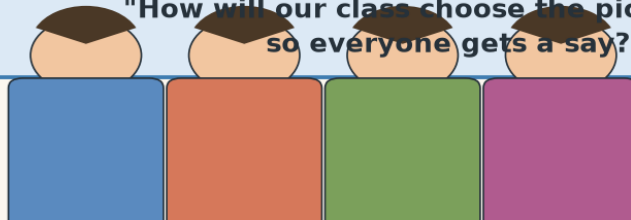
How could we choose?

Is it fair for everyone?

Three questions about the decision

We grow one question:

**"How will our class choose the picnic game,
so everyone gets a say?"**



Worked example one: the class choosing a picnic game, three questions about the decision, and one grown big question

Example 2 — with help (VC2HC4S01.E02)

What is happening: **Some people are planting new trees at our local park.** (Earlier in this book we met people who help in our community.)

We ask	It is about
Who is planting the trees?	people helping
Why do they help?	people helping
How can our class help too?	people helping

Then we grow one big question: *How do people help in our park, and how can we join in?*

Example 2: helpers at our park

What is happening:
Some people are planting new trees at our local park.

**Who is planting
the trees?**

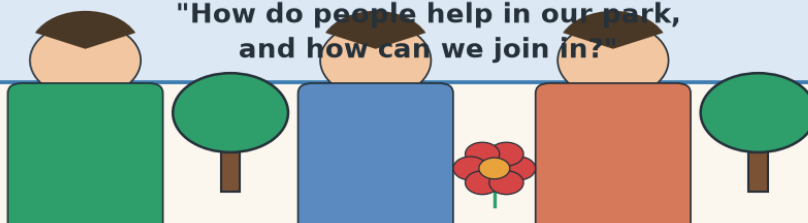
Why do they help?

**How can our class
help too?**

Three questions about people helping

We grow one question:

**"How do people help in our park,
and how can we join in?"**



Worked example two: people planting trees at the local park, three questions about people helping, and one grown big question

Practice questions

With help

Q1. Use the chart. Sort the six question cards. Write each card in its place.

Sort the questions: what are they about?

About a decision	About a rule	About helping

Write each card in its place.

Who will choose the game?	Why do we have that rule?	Who helps at the park?
How will we decide?	What is the rule about running?	How can we help?

Sorting chart with three sides, about a decision, about a rule and about helping, with blank places and six question cards to sort

Q2. Draw a line from each happening to the question that goes with it.

Match each happening to a good question

A new garden bed
at our school.

Who empties the bins?

Our class is choosing
a book to read.

How could we choose
the book?

The bins in the park
are full.

Who will water
the garden?

Draw a line from each happening to the question that goes with it.

Matching task with three happenings on the left and three questions on the right, to join with lines

Q3. Finish each question with a question word: *who, what, where, when, how* or *why*.

- (a) “_____ decided to close the gate?”
- (b) “_____ can we play on the new swings?”
- (c) “_____ could we choose the class game?”
- (d) “_____ will water the garden?”

Q4. Draw one thing you saw happen at school or near your home. Write or say one big question about it.

Together

Q5. With a partner, take turns. One of you says a small question. The other makes it big. Then swap.

Q6. With your class, share your question from Q4. Pick the questions that go on our class question list.

Our class question list

Teacher note: the class question list is this section’s artefact — the observed evidence for the section.

We make a big list. We write or draw our questions on cards. We put the cards on the list.

Our Class Question List

What do we want to find out?

Who decides what we do at lunch?

Is it fair if only some children get the balls?

How could we choose the class game?

Who looks after our park?

Why do we have quiet time?

by Ruby

by Zac

by Ava

by Kai

by Lily

We write or draw our questions. Then we put them on the list.

Model of the class question list: a big sheet with question cards stuck up, each card with a child's name

Our list shows the things we want to find out. We keep it where we can see it. When we find an answer, we can tick it off together.

Answers

Q1. About a decision: *Who will choose the game?* · *How will we decide?* About a rule: *Why do we have that rule?* · *What is the rule about running?* About helping: *Who helps at the park?* · *How can we help?*

Q2. The new garden bed goes with *Who will water the garden?* The class choosing a book goes with *How could we choose the book?* The full bins go with *Who empties the bins?*

Q3. (a) Who. (b) When. (c) How. (d) Who.

Q4. Answers will be different. Check: one drawing of a happening, and one big, kind question about it.

Q5. Answers will be different. Check: each child said one small question and made one question big.

Q6. Answers will be different. The class picks the questions that are big and kind.

Gathering and sorting what we find out

Chapter 3 — Skills for joining in · Section 3B · Book: Civics and Citizenship Level 2 (preparatory)

Curriculum trace. Sets up VC2HC4S02 (Levels 3 and 4 band). Seeds the ground of .E01 (at class scale: naming a happening-now class issue we can do something about; the law referent is not extended here, D8), .E02 (the class issue is tied to a decision Room 2 makes with everyone's say, the Section 1B seed), .E03 (the groups we belong to, drawn down from Section 2C's neutral remainder, TOC §2A) and .E04 (a rights-and-responsibilities sort, drawn down from Section 2B). This preparatory section owns no VC2 content descriptions — no VC2 Civics and Citizenship content description exists at Level 2 (TOC, D1). Substance is drawn down from earlier sections of this book: 3A (asking good questions), 1B (everyone has a say), 1C (our class rules list), 2A (the pool), 2B (rights and responsibilities), 2C (the groups we belong to) and 2D (the bird habitat).

Learn together

Words on this page. The Victorian Curriculum (VCAA) uses the words *select*, *organise*, *information*, *data*, *source*, *contemporary* and *issue*. In this book, we use them this way:

- To **select** is to pick.
- To **organise** is to put things into groups.
- **Information** is things we find out.
- **Data** is facts and numbers we find out.
- A **source** is where an idea comes from.
- **Contemporary** means happening now, or not long ago, in places you know.
- An **issue** is something that is happening, and we need to think and talk about it.

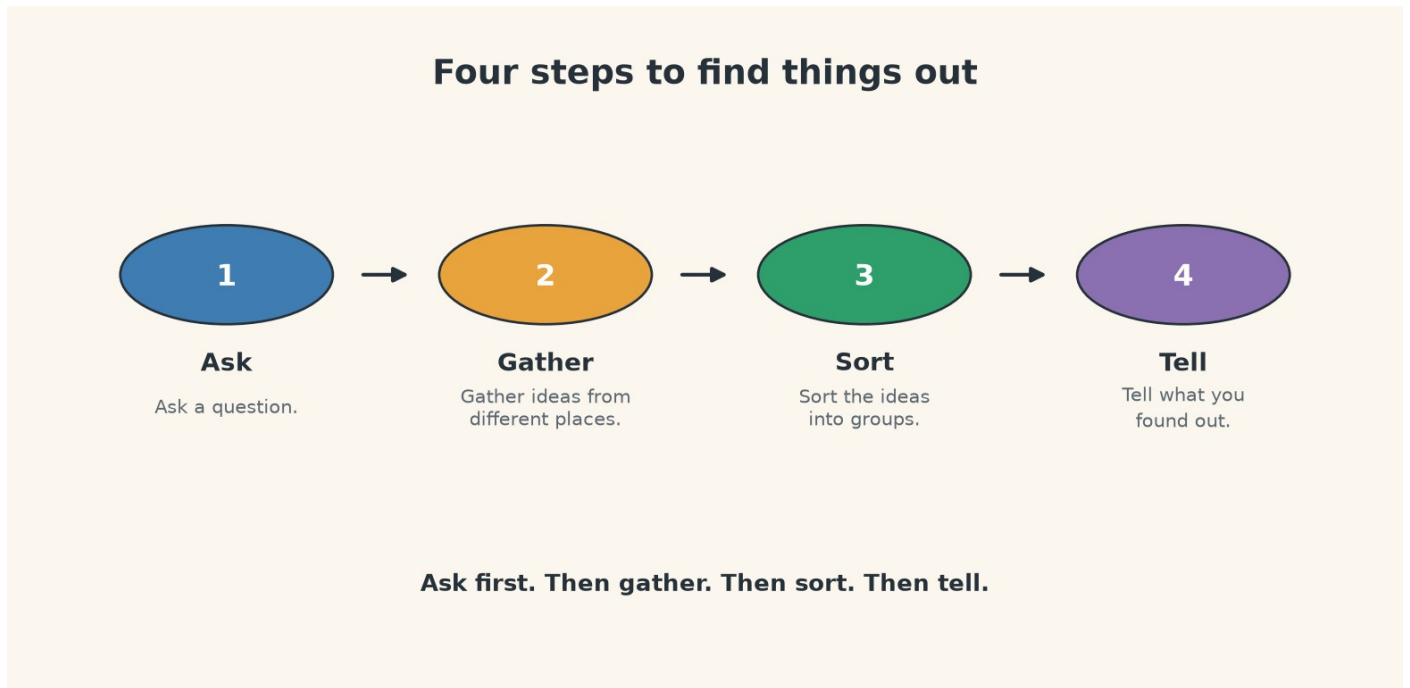
Grown-ups use these words in other ways too. In this book, we use them this way.

- To **decide** is to choose. The choice is a **decision**.
- **Fair** can mean different things to different people. In this book, a decision is *fair* when everyone has a say, and everyone is listened to.
- A **right** is a thing we should have. It helps us. It keeps us safe.
- A **responsibility** is a thing we should do. It is our job.
- A **community** is a group we belong to. Its people share a place or share things, and they look after each other.
- A **rule** is what the people in a group should do.

Step 1 — We asked. Now we find out. Your teacher reads: *“In 3A we asked good questions. Now we want to find things out. Where do ideas come from? How do we sort them? How do we tell what we found out?”*

These are our next steps. We learn them now.

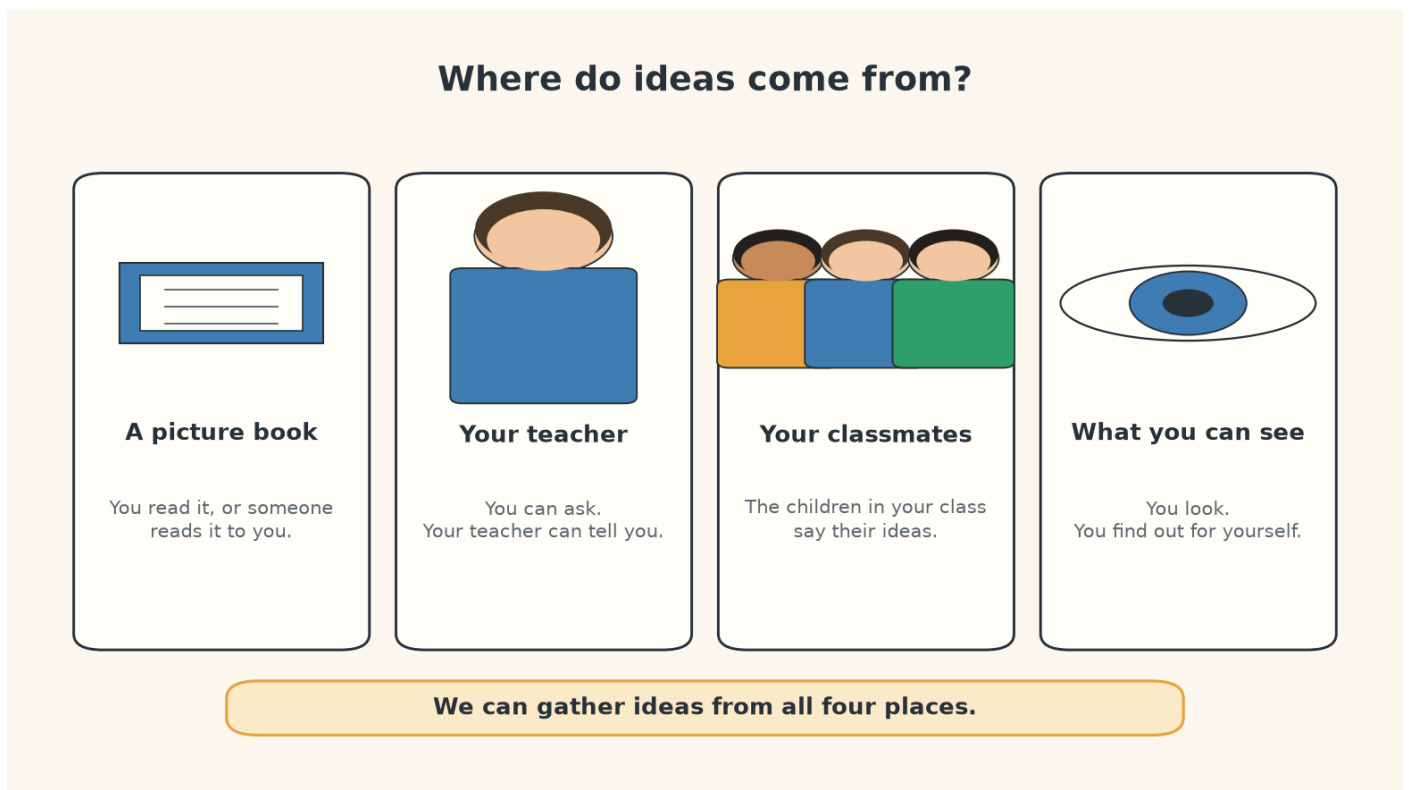
Step 2 — Four steps to find things out. When we want to find things out, we use four steps.



Four numbered circles in a line with arrows between them. One, ask, ask a question. Two, gather, gather ideas from different places. Three, sort, sort the ideas into groups. Four, tell, tell what you found out. Under the circles the words say ask first, then gather, then sort, then tell.

We asked in 3A. Now we gather, we sort, and we tell.

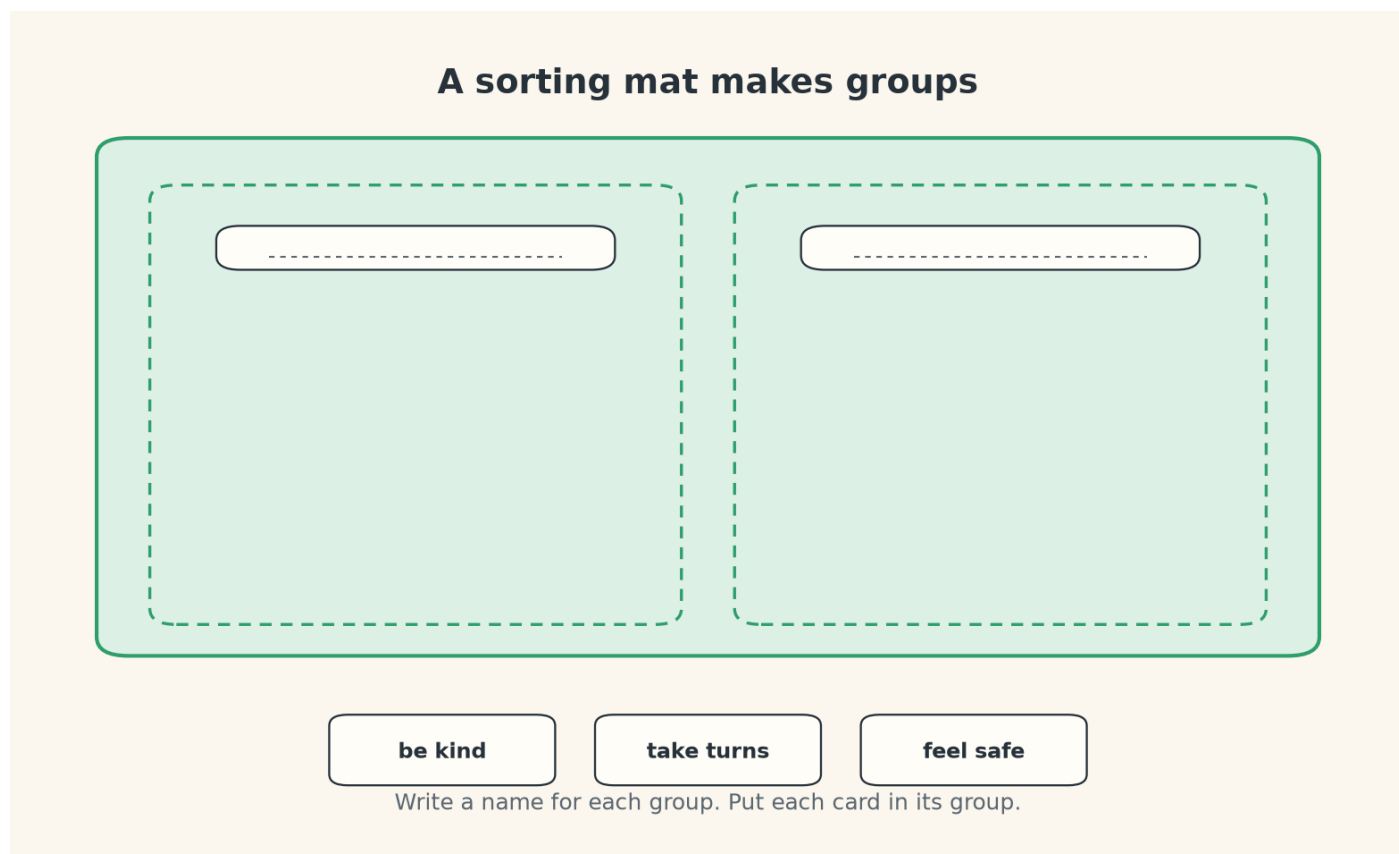
Step 3 — Where do ideas come from? We can gather ideas from four places.



Four cards in a line. A picture book, you read it or someone reads it to you. Your teacher, you can ask and your teacher can tell you. Your classmates, the children in your class say their ideas. What you can see, you look and you find out for yourself. Under the cards the words say we can gather ideas from all four places.

With a partner, name one place you can get an idea from.

Step 4 — Sorting makes groups. When we gather lots of ideas, we sort them. We put ideas that go together into a group. A sorting mat helps us. We write a name for each group, then we put each card in its group.



A big sorting mat with two groups. Each group has a blank line to write a name. Below the mat are three cards: be kind, take turns, feel safe. Under the mat the words say write a name for each group, put each card in its group.

Say with your partner: which cards go together, and why?

Step 5 — Tell what you found out. After we sort, we can see what we know. Then we tell. We can tell our class. When we know things, we can decide what to do together. In 1B we learned that everyone has a say.

Worked examples

Example 1 — with help: Room 2 finds out about the paint (VC2HC4S02.E01, VC2HC4S02.E02)

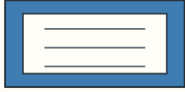
Room 2 has an issue. **The paint is running out!** The class wants to find things out. First they gather ideas, from three places.

Room 2 gathers ideas about the paint



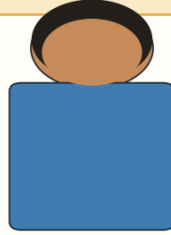
Our issue: the paint is running out!

From a picture book



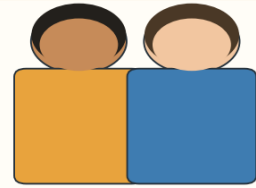
Share what we have.

From the teacher



More paint takes a few days.

From classmates



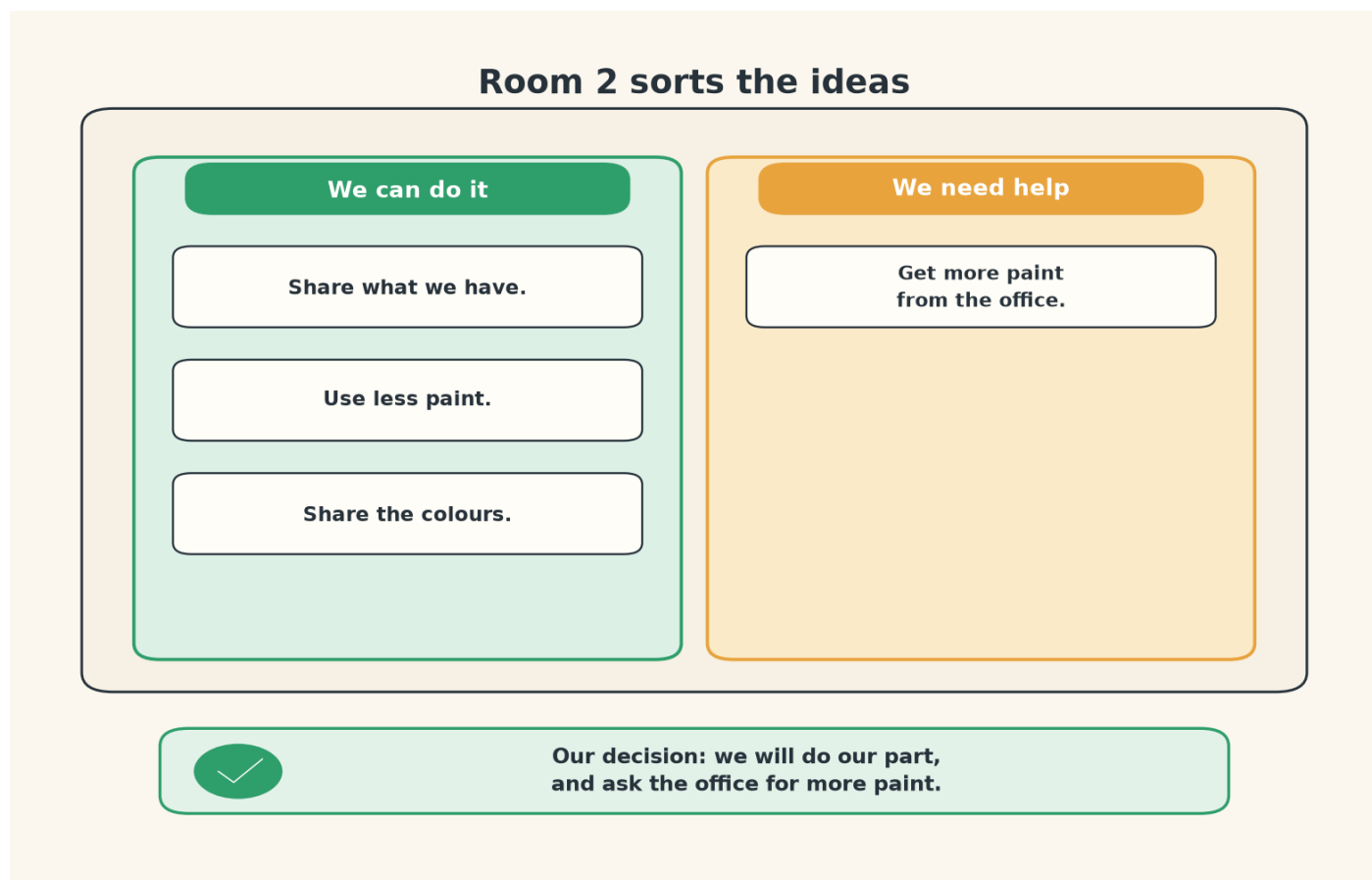
We can use less paint. (Mia)

Share the colours. (Ruby)

Room 2 now has four ideas, from three places.

Room 2 gathers ideas about the paint. A red card across the top says our issue, the paint is running out. Three boxes. From a picture book: share what we have. From the teacher: more paint takes a few days. From classmates: we can use less paint, says Mia, and share the colours, says Ruby. Under the boxes the words say Room 2 now has four ideas, from three places.

Then Room 2 sorts the ideas into two groups: *we can do it* and *we need help*.

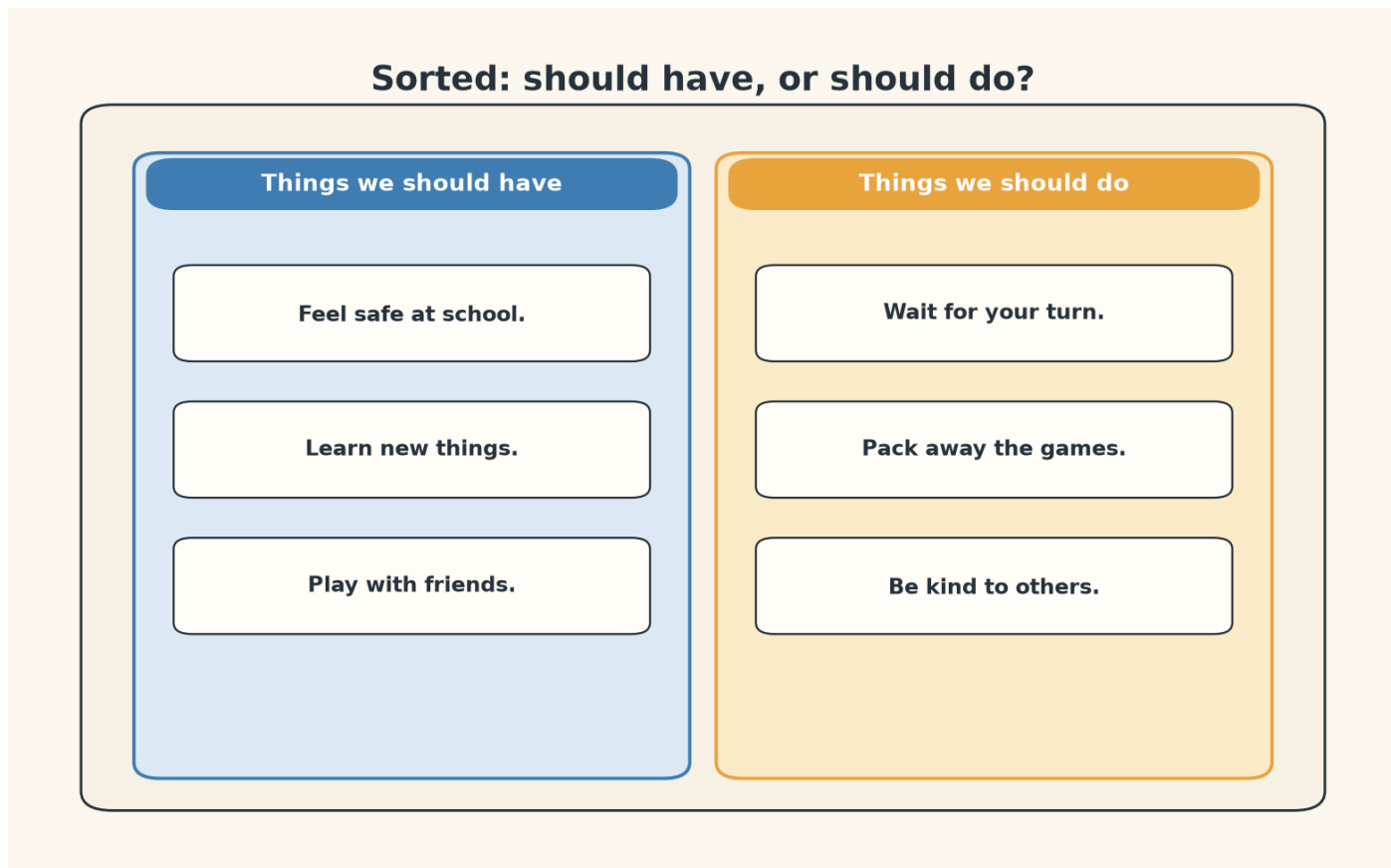


Room 2 sorts the ideas. The left group is we can do it, with the cards share what we have, use less paint, and share the colours. The right group is we need help, with the card get more paint from the office. A green strip under the mat says our decision, we will do our part, and ask the office for more paint.

The issue and the decision go together. Room 2 found out what they could do, and what they needed help with. Everyone had a say, and the class decided together.

Example 2 — with help: sorting sets we know (VC2HC4S02.E03, VC2HC4S02.E04)

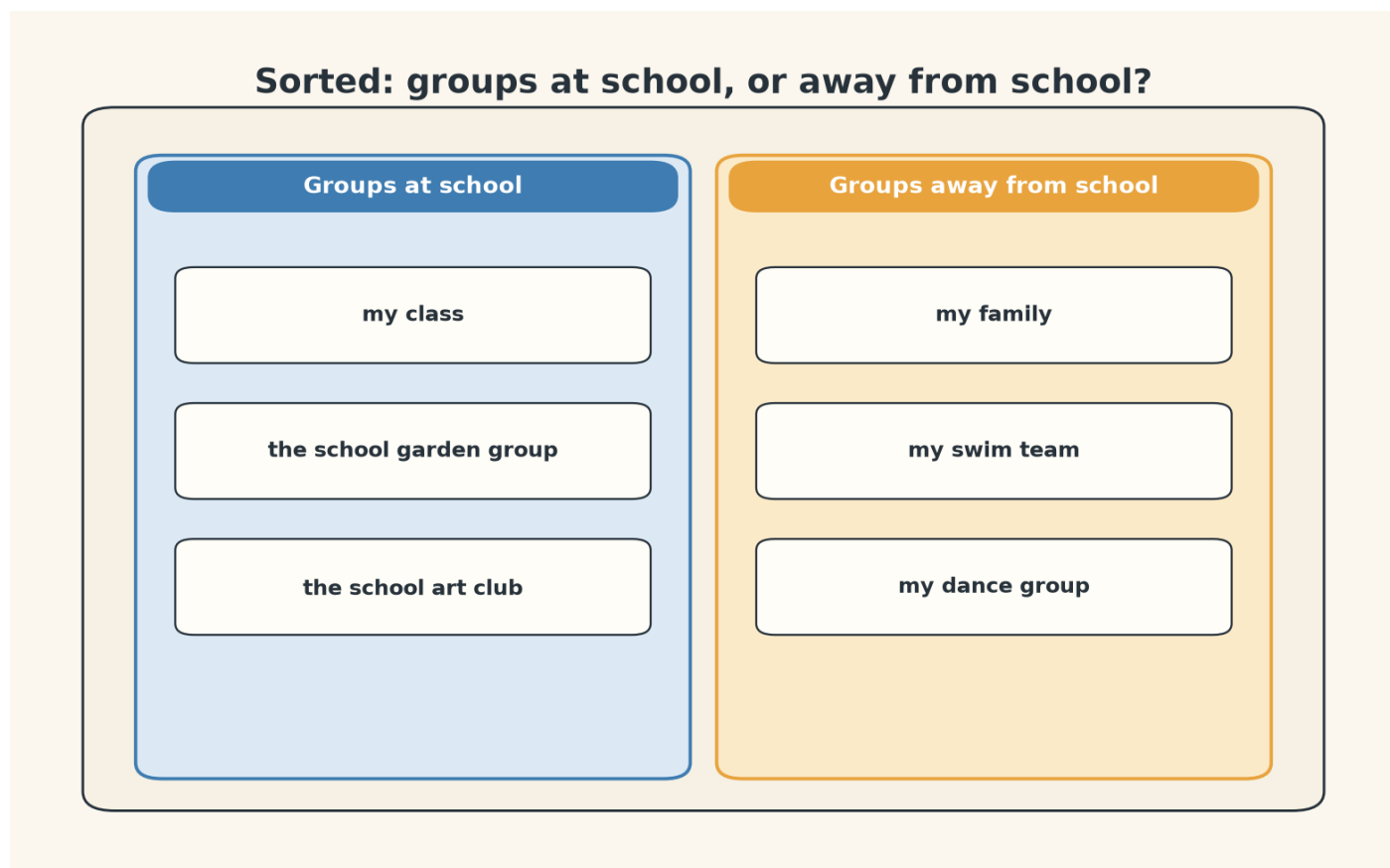
We can sort sets we already know. In 2B we learned about rights and responsibilities.



A sorting mat with two groups. Things we should have, with the cards feel safe at school, learn new things, and play with friends. Things we should do, with the cards wait for your turn, pack away the games, and be kind to others.

Things we should have are rights. Things we should do are responsibilities. Sorting helps us see which is which.

We can sort the groups we belong to, too. In 2C we met the groups we belong to.



A sorting mat with two groups. Groups at school, with the cards my class, the school garden group, and the school art club. Groups away from school, with the cards my family, my swim team, and my dance group.

Sorting the groups we belong to helps us see all the groups we are part of.

Practice questions

With help

Q1. Use the sorting mat. Write a name for each group. Then sort the three cards: *be kind*, *take turns*, *feel safe*.

A sorting mat makes groups

The image shows a sorting mat with a light green background. It is divided into two equal rectangular sections by a dashed green line. Each section has a dashed green border and a small white rounded rectangle at the top for writing a name. Below the mat, there are three white rounded rectangles with black borders, each containing a phrase: "be kind", "take turns", and "feel safe".

Write a name for each group. Put each card in its group.

A blank sorting mat with two groups, each with a line to write a name, and three cards below: be kind, take turns, feel safe.

Q2. Draw a line from each thing we found out to the source it came from.

Match: where did each thing come from?

Birds need safe places to live.	☐	☐	what we saw
Our class rules say: we take turns.	☐	☐	a picture book
Many people ride bikes near our school.	☐	☐	the teacher
The pool is open on Saturday.	☐	☐	our class rules list

Draw a line from each card to its source.

A matching task. On the left, four cards: birds need safe places to live; our class rules say we take turns; many people ride bikes near our school; the pool is open on Saturday. On the right, four cards: what we saw, a picture book, the teacher, our class rules list. Under the cards the words say draw a line from each card to its source.

Q3. Finish each sentence about what Room 2 did.

Tell what you found out

We asked:	
We found out	
We sorted	
Now we know	

One way to finish:
We asked: what can we do about the paint? We found out four ideas.
We sorted the ideas. Now we know what to do.

Four sentences to finish, each with a line to write on: we asked, we found out, we sorted, now we know. Under them, one way to finish is shown: we asked what can we do about the paint, we found out four ideas, we sorted the ideas, now we know what to do.

- (a) We asked: _____
- (b) We found out _____
- (c) We sorted _____
- (d) Now we know _____

Q4. Draw one place you can gather an idea from. Say or write one thing you can find out from it.

Together

Q5. With a partner, pick one issue in our class. Gather one idea from two different sources. Tell each other what you found out.

Q6. With your class, make a class sorting mat about a real class issue. Gather cards, sort them, and tell what you found out.

Our class sorting mat

Teacher note: the kept class sorting mat is this section's artefact — the observed evidence for the section (TOC, Chapter 3 guidance; assessment is formative/preparatory only, D3).

We make our own sorting mat. We write our question at the top. We gather cards, we sort the cards into two groups, and we tell what we found out.

Our class sorting mat

Our question:

Group 1

Group 2

Gather cards.

Sort the cards.

Tell what you found out.

A class sorting mat to fill in. A line at the top says our question. Below are two groups, group one and group two, and six blank cards. Under the mat are three steps: gather cards, sort the cards, tell what you found out.

We keep our mat where we can see it. It shows that we can gather ideas, sort them, and tell what we found out.

Answers

- Q1.** One way: *things we should do* — be kind, take turns. *Things we should have* — feel safe. Other fair names are fine if the cards fit.
- Q2.** Birds need safe places to live — a picture book. Our class rules say we take turns — our class rules list. Many people ride bikes near our school — what we saw. The pool is open on Saturday — the teacher.
- Q3.** One way: (a) We asked: what can we do about the paint? (b) We found out four ideas. (c) We sorted the ideas. (d) Now we know what to do.
- Q4.** Answers will be different. Check: one drawing of a source, and one thing found out from it.
- Q5.** Talk task — answers will be different. Check: one issue, one idea from each of two sources, and a tell.
- Q6.** Class task — answers will be different. Check: a mat with a question, sorted cards, and a tell.
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Sources (for the teacher)

- Victorian Curriculum F–10 Version 2.0, Humanities — Civics and Citizenship, Levels 3 and 4 band: content description VC2HC4S02 and its four elaborations, cited by code from VC2_AS-CD-Elab_29-07-2026.csv (source: the VCAA VC2 Humanities export of 29-07-2026, retrieved 2026-07-29; cross-checked 2026-08-25). The curriculum is the scope authority (SOURCE_USE.md Rule 1). This section *sets up* VC2HC4S02; it owns nothing (TOC, D1). Elaborations are carried for linkage only, never as a syllabus (D9); .E01's law referent is not extended at Year-2 scale — “a rule everyone must follow” stays at Section 1C's seed, and no enforcement or legal machinery appears (D8).
- Draw-downs recorded as explicit integration (TOC §3, Chapter 3 guidance): 3A (asking good questions), 1B (everyone has a say — the decision in Worked example 1 is made the 1B way, with everyone's say; consensus-building remains Section 3D's seed and is not taught here), 1C (the class rules list), 2A (the pool), 2B (rights and responsibilities), 2C (the groups we belong to) and 2D (the bird habitat). The 2C draw-down uses its neutral remainder only — family, class, teams and clubs; no First Nations referent is seeded and nothing is invented in its place (CONTENT_POLICY Rule 1; TOC §2A #1).
- Worked example 1 (Room 2's paint) and all practice contexts are invented class-scale examples (SOURCE_USE Rule 3); no publisher, real institution or named official is referenced. The school office is the child's own school office.
- D3: there is no Level 2 (or Level 3) achievement standard in Civics and Citizenship; the class sorting mat and all observations are formative evidence only, never level-graded achievement.

Talking about a place that helps us, and why it matters

Curriculum trace — teacher-facing linkage metadata (TOC §3, §4; not student-facing, not vocabulary-gated). Chapter 3 — Skills for joining in · Section 3C · Sub-strand: Evaluating democratic institutions and systems · Book: Civics and Citizenship Level 2 (preparatory — owns no VC2 CDs; any catalogue listing must say preparatory).

Sets up (D1; verbatim code from TOC §3): VC2HC4S03 (Levels 3 and 4 band, Skills — Evaluating democratic institutions and systems). Seeds the ground of: - VC2HC4S03 .E01 → Worked example 1 (Ballarat Library), Worked example 2 (the pool), Q1, Q2 and the places named throughout — the services the child uses, drawn down from 2A. - VC2HC4S03 .E02 → seeded at 2A’s scale, with no electoral machinery (D8): *the people chosen by the community look after it, and they listen* (Learn together Step 5; Worked example 1, part five).

The institution is seeded at the child’s scale (TOC §3 note for 3C): a community place that helps everyone, described in four steps and given a reason it matters. No formal institution vocabulary is taught: the words *institution*, *system*, *political*, *legal* and *civic* appear only in this teacher-facing trace.

This preparatory section owns no VC2 content descriptions — no VC2 Civics and Citizenship content description exists at Level 2 (TOC D1; verified 2026-08-25). Elaboration ids .E01–.E02 are the family’s VCAA-order assignment (TOC D9); elaborations are carried for linkage only, never as a syllabus.

Draw-down (TOC §3, chapter guidance — integration recorded as an explicit draw-down, mirroring how the band’s own Skills elaborations point at its Knowledge content): substance from 2A (places that help everyone; the people chosen by the community; the Ballarat referents) and from 1A (someone looks after the places for everyone). This section feeds 3E: a place that helps everyone is one of 3E’s show-and-tell topics, and the four-step talk is a model for 3E’s four parts. **Terms (TOC §6):** this section introduces no new subject terms. It re-anchors *community* and *local government* (first taught 2A); *important*, *matters* and *reason* are plain Yr2 words defined at first use in the words box. **Sources (SOURCE_USE Rule 3):** the named referents are carried down from 2A’s source line — City of Ballarat website, www.ballarat.vic.gov.au, pages “Libraries” (Ballarat Library) and “Ballarat Aquatic and Lifestyle Centre”, retrieved 26 August 2026. CD and elaborations cited by code (the tree’s verified dump `_civics_34_dump.txt`, from the VCAA VC2 Humanities export of 29-07-2026, retrieved 2026-07-29; cross-checked 2026-08-25 against `VC2_AS-CD-Elab_29-07-2026.csv`). **Assessment (D3):** formative/preparatory only — the artefact (My place card) plus observed spoken talk; no judgement against an achievement standard is made or claimed.

Learn together

Words we use in this book.

- **Important** means it helps us a lot. We need it, or it does a lot of good.
- If a place **matters**, it is important. It helps people.
- A **reason** tells us why. When we say *because*, we give a reason.
- A **community** is all the people who live in one place. We met this word in *Places that help everyone* (2A).
- **Local government** is the people chosen by the community to look after our local places. We met this word in 2A too.

Step 1 — Places that help everyone. Earlier in this book we met the park, the library, the pool and the bins. They are all for everyone. Someone looks after them for everyone.

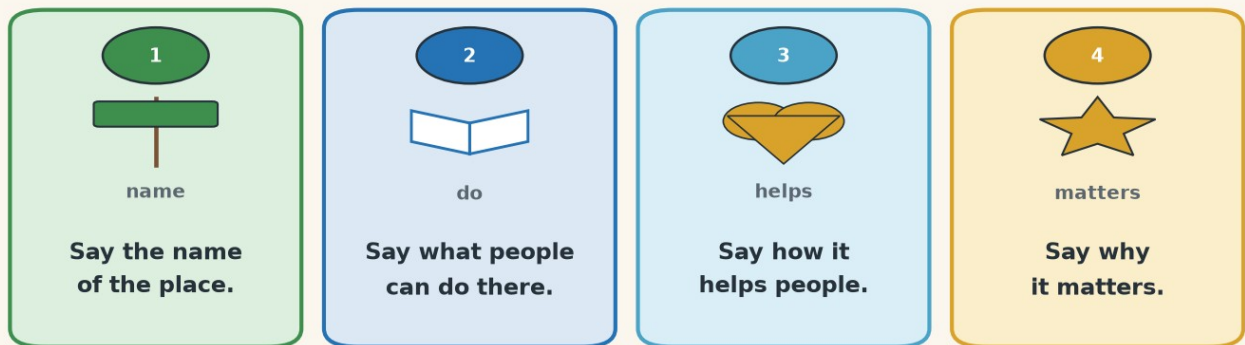
Today we learn to talk about one of these places. We say what it is, and why it matters.

Step 2 — Four little steps. To talk about a place, we can use four little steps.

1. Say the name of the place.
2. Say what people can do there.
3. Say how it helps people.

4. Say why it matters.

Talking about a place: four little steps



You can use these steps for any place that helps everyone.

Four step cards in a line. Card one, name: say the name of the place. Card two, do: say what people can do there. Card three, helps: say how it helps people. Card four, matters: say why it matters.

You can use these steps for any place that helps everyone.

Step 3 — Why does it matter? Step 4 asks why. The answer is your reason. A reason tells us why. We often say *because*.

- The park matters **because** children can play there.
- The library matters **because** everyone can borrow books.

Different people can have different reasons. All these reasons can be true. One friend loves the swings. Another friend loves the birds. Both reasons are good reasons.

Step 4 — Listen to a model talk. Your teacher reads this talk out loud. Listen for the four steps.

A model talk: Ballarat Library

Listen for the four steps.

1	My place is Ballarat Library.	name
2	You can borrow books there and read.	do
3	It helps people learn and enjoy stories.	helps
4	It matters because everyone can go, and there is something for everyone.	matters

Four talk lines about Ballarat Library, one for each step. My place is Ballarat Library. You can borrow books there and read. It helps people learn and enjoy stories. It matters because everyone can go, and there is something for everyone.

We heard all four steps: name, do, helps, matters.

Step 5 — Who looks after it? The people chosen by the community look after our places. They look after the library. They look after the pool. They listen when people talk about our places. We met them in 2A. They are the local government.

Worked examples

Example 1 — a talk about Ballarat Library (VC2HC4S03.E01, VC2HC4S03.E02)

Ballarat Library is a real place that helps everyone. Let's talk about it with the four steps.

Ballarat Library: how it helps



You can borrow books and read.



There are books you can listen to.



The people there help you find a good book.

It is a place that helps everyone.

Three cards about Ballarat Library. You can borrow books and read. There are books you can listen to. The people there help you find a good book. At the bottom it says: it is a place that helps everyone.

We say	Our step
"My place is Ballarat Library."	1 — name
"You can borrow books and read."	2 — do
"It helps people learn and enjoy stories."	3 — helps
"It matters because everyone can go there."	4 — matters
"The people chosen by the community look after it. They listen."	who looks after it

Example 2 — Noah's talk about the pool (VC2HC4S03.E01)

Noah picks the pool. Its real name is the Ballarat Aquatic and Lifestyle Centre. Noah uses all four steps. Look for the ticks.

Noah's talk has all four steps

- 1 **My place is the pool. Its name is the Ballarat Aquatic and Lifestyle Centre.** ✓
- 2 **People swim there. They learn to swim there too.** ✓
- 3 **It helps people keep strong and have fun.** ✓
- 4 **It matters because the pool is for everyone.** ✓

Four steps, four ticks. Good talk, Noah!

Noah's talk about the pool, four lines with a green tick each. My place is the pool, its name is the Ballarat Aquatic and Lifestyle Centre. People swim there, they learn to swim there too. It helps people keep strong and have fun. It matters because the pool is for everyone. Under it: four steps, four ticks, good talk, Noah.

Noah used the name step, the do step, the helps step and the matters step. Four steps, four ticks.

Practice questions

With help

Q1. Sort. Cut out the six cards. Put each card in the right box: *tells about the place* or *tells why it matters*.

Sort the cards

Tells about the place

Tells why it matters

(a)
You can borrow books there.

(b)
It helps people learn new things.

(c)
It has swings and a slide.

(d)
It gives everyone a place to play.

(e)
It has lots of books to read.

(f)
It helps people enjoy stories.

Cut out the cards. Put each one in the right box.

Two boxes, tells about the place and tells why it matters, and six cards to cut out. You can borrow books there. It helps people learn new things. It has swings and a slide. It gives everyone a place to play. It has lots of books to read. It helps people enjoy stories.

Q2. Match. Draw a line from each place to why it matters.

Draw a line from each place to why it matters



Ballarat Library



Ballarat Aquatic and Lifestyle Centre



a park near our school

People can swim and keep strong.

Children can play, and families can have picnics.

Everyone can borrow books and read.

A matching task. On the left: Ballarat Library, the Ballarat Aquatic and Lifestyle Centre, and a park near our school. On the right, in a different order: people can swim and keep strong; children can play, and families can have picnics; everyone can borrow books and read.

Q3. Finish the sentences. Use the words in the box. Each word is used once. Say them out loud first. Then write them.

Finish the sentences

borrow

swim

park

because

(a) You can _____ books at the library.

(b) People _____ at the pool.

(c) The _____ has swings and a slide.

(d) It matters _____ everyone can go there.

Use the words in the box. Say them out loud first. Then write them.

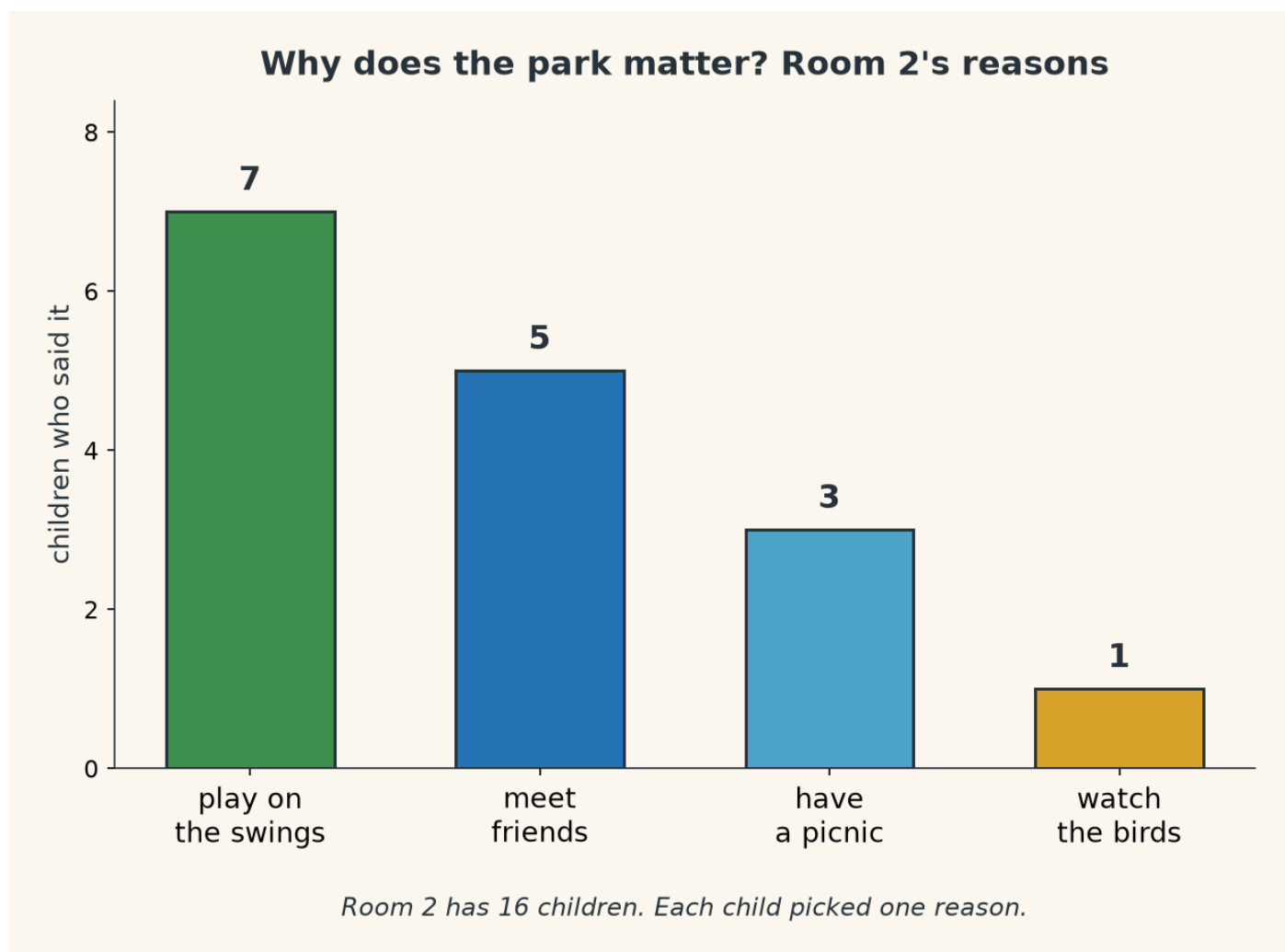
A word box with borrow, swim, park and because, and four sentences with a blank line to finish.

- (a) You can _____ books at the library.
- (b) People _____ at the pool.
- (c) The _____ has swings and a slide.
- (d) It matters _____ everyone can go there.

Q4. Draw and say. Draw a place that helps you. Say the four steps about your place to a partner.

Together

Q5. Our class reasons chart. Ask your class: “Why does the park matter to you?” Each child picks one reason: *play on the swings*, *meet friends*, *have a picnic* or *watch the birds*. Count the answers. Make a chart.



A bar chart marked as an example. Why does the park matter? Room 2's reasons. Play on the swings, 7 children. Meet friends, 5 children. Have a picnic, 3 children. Watch the birds, 1 child. Room 2 has 16 children, and each child picked one reason.

Then ask: which reason did the most children pick? Which reason did the least children pick?

Q6. Two reasons. With a partner, talk about the same place. You say one reason why it matters. Your partner says a different reason. Then say together: two people can love the same place for different reasons.

Teacher note: responses are marked on the reasons given, not on which reason anyone picks — two children can give different reasons about the same place, and both reasons can be good (CONTESTED_TERMS.md Rule 5, adapted to Year 2).

My place card

Teacher note: the completed My place card, and the spoken four-step talk, is this section's artefact — the observed evidence for the section (TOC, Chapter 3 guidance).

Now you make your own talk.

1. Pick a place that helps you. It can be a park, a library, a pool, or another place you use.
2. Draw your place on the card.
3. Finish the three sentences.

4. Say your talk out loud to the class.

My place card

Draw your place here.

My place is _____.

People can _____ there.

It matters because _____.

☐**I said my talk to the class.**

Say your talk out loud first. Then write it.

My place card. A box to draw your place, three sentences to finish (my place is, people can, it matters because), and a tick box that says: I said my talk to the class.

When we say our talks, we listen to our friends. We hear all the different reasons.

Answers

Q1. Tells about the place: (a) you can borrow books there · (c) it has swings and a slide · (e) it has lots of books to read. Tells why it matters: (b) it helps people learn new things · (d) it gives everyone a place to play · (f) it helps people enjoy stories.

Q2. Ballarat Library — everyone can borrow books and read. Ballarat Aquatic and Lifestyle Centre — people can swim and keep strong. A park near our school — children can play, and families can have picnics.

Q3. (a) borrow. (b) swim. (c) park. (d) because.

Q4. Answers will be different. Check: one drawing of a place, and the four steps said out loud about it.

Q5. Answers will be different. Check: each child picked one reason, the class counted, and the chart shows the counts. On Room 2's chart, the most children picked *play on the swings* (7), and the least picked *watch the birds* (1).

Q6. Answers will be different. Check: each child gave a reason, and the two reasons are different. Both reasons are good.

Talking it out until we can all agree

Chapter 3 — Skills for joining in · Section 3D · Sub-strand: Participating in civic processes · Book: Civics and Citizenship Level 2 (preparatory)

Curriculum trace. **Sets up** VC2HC4S04 (Levels 3 and 4 band). Seeds the ground of VC2HC4S04 .E01 (talking about what makes a decision good), VC2HC4S04 .E02 (the class agrees on the rule-versus-law difference) and VC2HC4S04 .E03 (agreeing on the rules of our classroom). **Sets up** VC2HC4K04 (Levels 3 and 4 band) — the whole-class consensus on what our group’s rules are, and what a rule for everyone is, reinforces the rule seed of Section 1C. This preparatory section owns no VC2 content descriptions — no VC2 Civics and Citizenship content description exists at Level 2 (TOC, D1). Substance is drawn down from earlier sections of this book: 1B (two ways to decide, voting, the marks of a fair decision, circle time) and 1C (rules we make together, rules for our group and rules for everyone, *we all agreed*).

Learn together

Words we use in this book. The Victorian Curriculum (VCAA) uses the words *consensus*, *deliberation* and *issue*. In this book, we use them this way:

- **consensus** — when everyone in the group can say yes to the decision. When we have consensus, we can say: *We all agreed!*
- **deliberation** — talking an issue out together. We say our ideas. We listen. We ask kind questions. We think about what is fair.
- **issue** — something that is happening, and we need to think and talk about it.

Grown-ups use these words in other ways too. In this book, we use them this way.

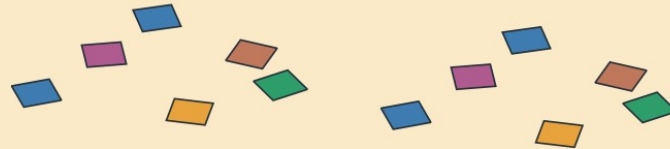
- To **decide** is to choose. The choice is a **decision**.
- **Fair** can mean different things to different people. In this book, a decision is *fair* when everyone has a say, and everyone is listened to.
- A **rule** is what the people in a group should do.
- A **law** is a rule for everyone.
- To **agree** is to say yes together. We agree when we can all say yes.
- A **record** is something we write or draw to show what we decided.

Step 1 — Our class has an issue. Your teacher reads: “*Our class has an issue. The block corner gets messy every day. Blocks are all over the floor. Someone can trip. What should we do?*”

This is an **issue**. It is happening in our room. We need to think and talk about it.

Our class has an issue

The block corner gets messy every day.



What should we do?

A card that says our class has an issue. It says the block corner gets messy every day, and it asks what should we do. Toy blocks are on the floor of the card.

With your class, say one issue you have seen in our room or in our school. Your teacher writes it down.

Step 2 — Two ways to decide together. In *Everyone has a say* (1B), we met ways a group can decide. One person can decide. Or everyone can have a say.

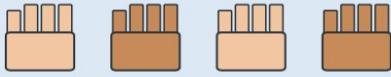
When everyone has a say, our class can **vote**. Everyone shows their pick. The idea with the most votes wins. Voting can be fair. Everyone gets a say, and every vote counts.

But in a vote, one idea wins and other ideas do not. Friends who picked another idea can feel sad. The decision can still be fair.

There is another way. We can **talk it out**. We talk about the issue until everyone can say yes to one idea. Then no one has to feel sad about the answer. This is how our class can decide with no winner and no loser. When everyone can say yes, that is consensus.

Two ways to decide together

Voting

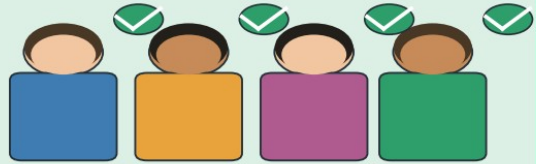


Everyone shows their pick.
The idea with the most votes wins.

Some friends picked
a different idea.

The decision can still be fair.

Talking it out



We talk about the issue.
We listen. We try ideas.

**We keep talking until
everyone can say yes.**

No winner. No loser.

Two cards side by side. The left card says voting: everyone shows their pick, the idea with the most votes wins, some friends picked a different idea, the decision can still be fair. The right card says talking it out: we talk about the issue, we listen, we try ideas, we keep talking until everyone can say yes, no winner, no loser.

Step 3 — What makes a decision good? Before we decide, we can stop and think. What makes a decision good? Our class talked about it. We made a list of marks. A good decision gets these marks:

- Everyone had a say.
- Everyone was listened to.
- The decision is fair.
- The decision keeps us safe.

- Everyone can say yes to it.

Marks of a good decision

	Everyone had a say.
	Everyone was listened to.
	The decision is fair.
	The decision keeps us safe.
	Everyone can say yes to it.

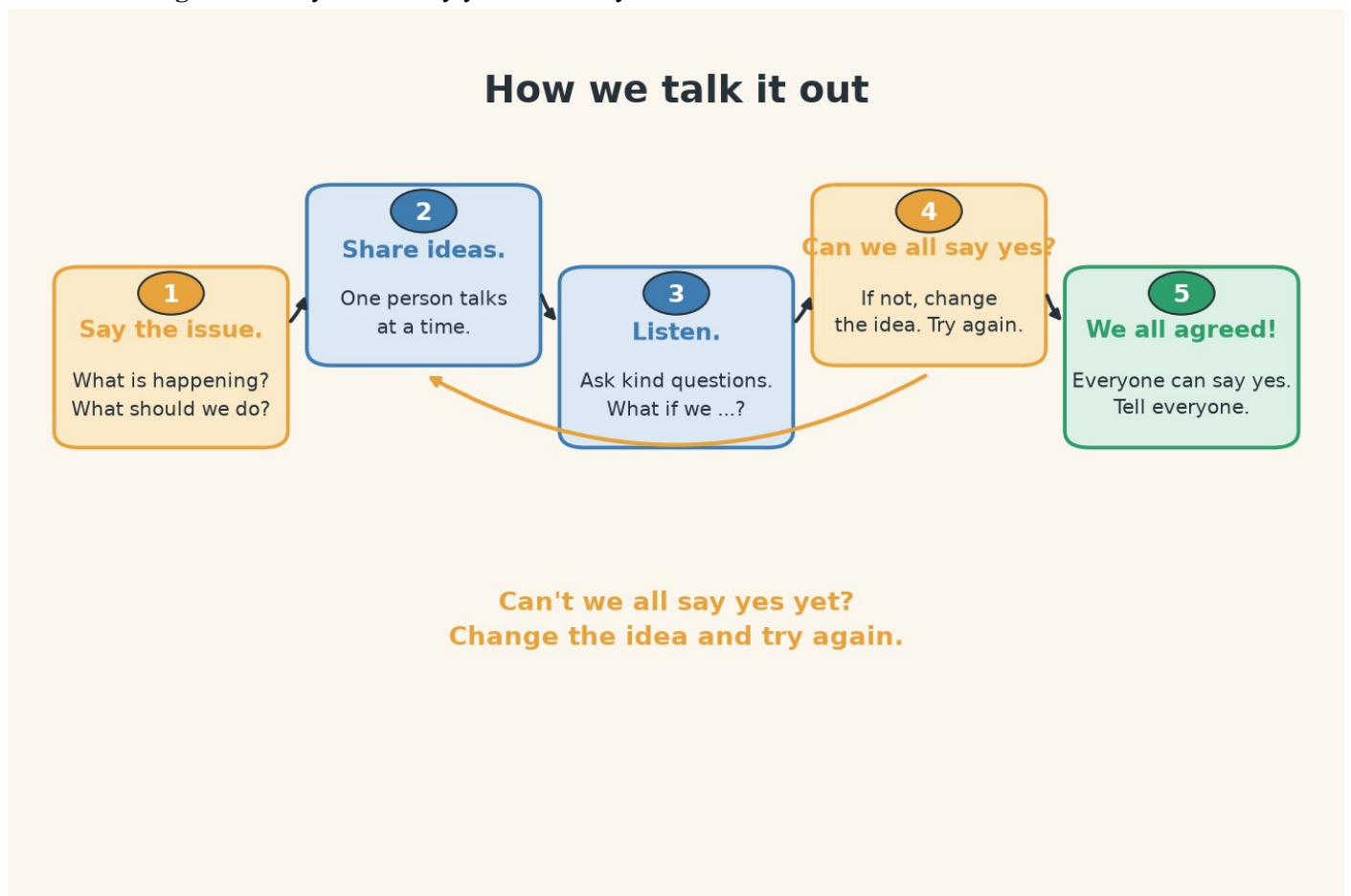
A good decision gets all the marks.

A chart with five lines, each with a green tick: everyone had a say, everyone was listened to, the decision is fair, the decision keeps us safe, everyone can say yes to it. Under the chart the words say a good decision gets all the marks.

Talking about what makes a decision good is deliberation. We say what we think, and why. We listen to each other.

Step 4 — How we talk it out. Our class uses five steps to talk it out.

1. **Say the issue.** What is happening? What should we do?
2. **Share ideas.** One person talks at a time.
3. **Listen.** Ask kind questions. *What if we ...?*
4. **Can we all say yes?** If not, change the idea. Try again.
5. **We all agreed!** Everyone can say yes. Tell everyone.



A chart of five numbered cards in a line. 1 say the issue. 2 share ideas. 3 listen. 4 can we all say yes? 5 we all agreed. An arrow loops back from card 4 to card 2, and the words under it say can't we all say yes yet? change the idea and try again.

Talking it out can take time. Sometimes we cannot all say yes. Then our class can vote, if we all agree to vote. When something must happen fast, one person decides. We met that in *Everyone has a say* (1B).

Step 5 — Talking it out helps us make rules. In *Our class rules* (1C), we made our class rules together. Talking it out helps us do that. We share ideas about rules. We talk until we can all say yes to each rule. Then we can say: *We all agreed!*

We can talk it out about words too. In *Our class rules* (1C), we met two kinds of rules: rules for our group, and rules for everyone. Rules for everyone are called laws. Our class can talk until we can all say yes to that as well.

Worked examples

Example 1 — with help: Room 2 talks out the block corner (VC2HC4S04.E01, VC2HC4S04.E03)

Room 2 has the issue from Step 1. The block corner gets messy every day. Blocks are all over the floor. Someone can trip.

The class sits in a circle. They talk it out.

Who	Their idea
Mia	Put the blocks in the big box at the end of the day.
Tom	We build only on the blue mat.
Ada	Put up a sign. The sign can say: <i>Builders, pack away your blocks.</i>

The class listens to each idea. They ask kind questions.

- Mia: *I like the mat idea too. The mat keeps the blocks in one spot.*
- Tom: *We can use the box and the mat. We build on the mat. We pack the blocks into the box at the end of the day.*
- Ada: *And my sign can help us remember!*

The teacher asks: *Can we all say yes to this?*

Everyone can say yes. **We all agreed!**

The decision: *We build on the blue mat. We pack the blocks into the box at the end of the day. The sign goes up in the block corner.*

Room 2 checks the marks of a good decision. Everyone had a say. Everyone was listened to. The decision is fair. The floor is safe. Everyone can say yes. All the marks!

Room 2 talks out the block corner

The issue: the block corner gets messy every day.

Put the blocks in the box at the end of the day.



Mia

We build only on the blue mat.



Tom

Put up a sign: Builders, pack away!



Ada

We listen. We talk. The ideas join together.

We all agreed!

Build on the mat. Pack the blocks into the box.
The sign goes up.

A worked example for Room 2. The issue card says the block corner gets messy every day. Three children, Mia, Tom and Ada, each say an idea in a speech bubble. Arrows join the ideas, and the words say we listen, we talk, the ideas join together. A green card says we all agreed: build on the mat, pack the blocks into the box, the sign goes up.

Example 2 — with help: Room 2 agrees — rule or law? (VC2HC4S04.E02)

Room 2 has three cards.

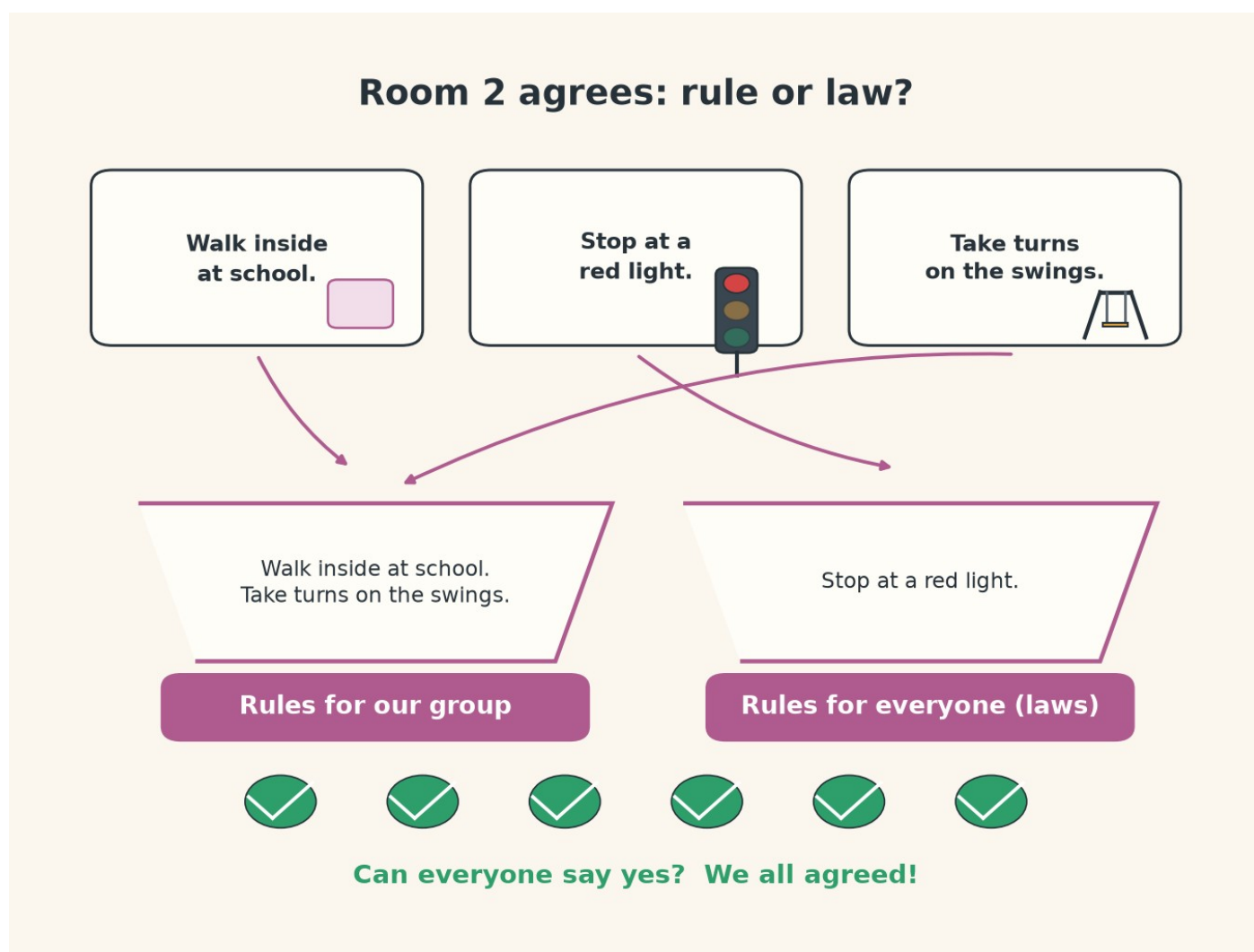
- *Walk inside at school.*
- *Stop at a red light.*
- *Take turns on the swings.*

The class talks it out. Which cards are rules for our group? Which card is a rule for everyone?

- *Walk inside at school* is for our school. It is a rule for our group.
- *Take turns on the swings* is for our playground games. It is a rule for our group.
- *Stop at a red light* is for everyone on the road. Cars stop. Bikes stop. Trucks stop. It is a rule for everyone. Rules for everyone are laws.

The teacher asks: *Can we all say yes to that?*

Everyone can say yes. **We all agreed!** Two cards are rules for our group. One card is a law.



A worked example for Room 2. Three cards say walk inside at school, stop at a red light, and take turns on the swings. Arrows put the first and third cards into a basket labelled rules for our group, and the red light card into a basket labelled rules for everyone, laws. Six green ticks and the words say can everyone say yes? we all agreed!

Practice questions

With help

Q1. Use the chart. Sort the six talk cards. Put each card in the right basket: *helps us talk it out* or *does not help*.

- (a) Wait your turn to speak.
- (b) Shout your idea out loud.
- (c) Look at the person who is talking.
- (d) Think about your friend's idea.
- (e) Say no and do not listen.
- (f) Ask a kind question.

Sort the talk moves

Put each card in the right basket.

Wait your turn to speak.	Shout your idea out loud.	Look at the person who is talking
Think about your friend's idea.	Say no and do not listen.	Ask a kind question.

Helps us talk it out

Does not help

A sorting chart with two baskets, helps us talk it out and does not help, and six cards to sort: wait your turn to speak, shout your idea out loud, look at the person who is talking, think about your friend's idea, say no and do not listen, and ask a kind question.

Q2. Draw a line from each issue to what the class all agreed.

The issue

The block corner is messy.

Our story books are all over the floor.

Many friends want the swings.

What we all agreed

We take turns on the swings.

We build on the mat and pack the blocks away.

We put the books back in the book corner.

Match the issue to what we all agreed

Draw a line from each issue to the decision.

The block corner is messy.



We take turns on the swings.

Our story books are all over the floor.



We build on the mat and pack the blocks away.

Many friends want the swings.



We put the books back in the book corner.

Use a pencil. You can change your lines.

A matching task with three issue cards on the left, the block corner is messy, our story books are all over the floor, and many friends want the swings, and three decision cards on the right to join with lines.

Q3. Finish each sentence with a word from the box. Each word is used once.

issue · listen · fair · agree

- (a) We have an _____ when something is happening and we need to talk about it.
- (b) We _____ to each other when someone is talking.
- (c) A decision is _____ when everyone has a say and everyone is listened to.
- (d) We _____ when we can all say yes.

Finish the sentences

issue listen fair agree

- (a) We have an _____ when something is happening
and we need to talk about it.
- (b) We _____ to each other when someone is talking.
- (c) A decision is _____ when everyone has a say
and everyone is listened to.
- (d) We _____ when we can all say yes.

Each word is used once.

A finish-the-sentences page with a word box, issue, listen, fair, agree, and four sentences with blanks to fill in.

Q4. Draw a picture of your class talking it out. Then finish the sentence under your picture.

We all agreed that _____

Together

Q5. With your class, sit in a circle and talk out one small issue. It can be: *where should our class plant live?* Use the five steps from Step 4. Then check the marks of a good decision together.

Q6. Talk with a partner. Voting and talking it out are both ways to decide together. Say one good thing about voting. Say one good thing about talking it out. Then say which way you like, and why.

Teacher note: responses are marked on the reason given, not on which way the student picks — both ways have real good points (CONTESTED_TERMS.md Rule 5, adapted to Year 2).

Our ‘we all agreed’ record

Teacher note: the consensus record is this section’s artefact — the observed evidence for the section (TOC, Chapter 3 guidance).

When our class talks it out and agrees, we make a record. Our record says:



- **The issue** — what we needed to decide.
- **Our ideas** — what we talked about.
- **What we all agreed** — our decision.
- **Our names** — everyone who can say yes puts a tick by their name.

Our 'we all agreed' record

We all agreed!

The issue: the block corner gets messy.

Our ideas: the box. The mat. A sign.

What we all agreed: build on the mat,
pack the blocks into the box.

Our names	We can say yes
Mia	☒
Tom	☒
Ada	☒
Sam	☒
Lily	☒

Everyone who can say yes puts a tick by their name.

A model of the class record sheet. The top band says we all agreed. The sheet has three lines, the issue, our ideas, and what we all agreed, and a list of names, Mia, Tom, Ada, Sam and Lily, each with a tick in a box under the heading we can say yes.

We keep our records where we can see them. They show that our class can decide, and that everyone can say yes.

Answers

Q1. Helps us talk it out: (a) wait your turn to speak, (c) look at the person who is talking, (d) think about your friend's idea, (f) ask a kind question. Does not help: (b) shout your idea out loud, (e) say no and do not listen.

Q2. The block corner is messy — we build on the mat and pack the blocks away. Our story books are all over the floor — we put the books back in the book corner. Many friends want the swings — we take turns on the swings.

Q3. (a) issue. (b) listen. (c) fair. (d) agree.

Q4. Answers will be different. Check: one drawing of a class talking, and one finished sentence about something the class agreed.

Q5. Answers will be different. Check: the class used the five steps, everyone had a say, and the class checked the marks of a good decision together.

Q6. Answers will be different. A good answer gives one good thing about each way, with a reason — for example: *Voting is fast, and every vote counts. Talking it out means no one loses.* The pick at the end needs a reason.

Sources (for the teacher)

- Victorian Curriculum F–10 Version 2.0, Humanities — Civics and Citizenship, Levels 3 and 4 band: content descriptions VC2HC4S04 and VC2HC4K04 and their elaborations, cited by code from the tree's verified dump `_civics_34_dump.txt` (source: the VCAA VC2 Humanities export of 29-07-2026, retrieved 2026-07-29; cross-checked 2026-08-25 against VC2_AS-CD-Elab_29-07-2026.csv). The curriculum is the scope authority (SOURCE_USE.md Rule 1). This section *sets up* VC2HC4S04 and VC2HC4K04; it owns neither (TOC, D1).
- Consensus wording: this section carries the book's shared way of saying *we all agreed*, anticipated by 1C and kept consistent with it (TOC, Chapter 1 guidance): "We talk until we can all say yes", "We all agreed!", "rules for our group" / "rules for everyone (laws)".
- The law example in Example 2 (*stop at a red light*) is a real rule for everyone in Victoria: *Road Safety Road Rules 2017* (Vic), rule 56 (stopping at traffic lights); the matching 1C cards also drew on rule 256 (bicycle helmets). Live retrieval from legislation.vic.gov.au was attempted 2026-08-26 and blocked in this environment (HTTP 403/404); the example itself was already delivered and gate-checked in section 1C, and the rules as stated are as published.
- D8 scope check: no parliament, election, ballot, candidate, court, constitution, level of government, police or enforcement machinery is named or implied; the whole section sits at classroom, school and playground scale. The voting referenced is the classroom practice seeded in 1B, not electoral machinery.
- D3: there is no Level 2 (or Level 3) achievement standard in Civics and Citizenship; the artefact (the consensus record) and all observations are formative evidence only, never level-graded achievement.

Showing and telling what we think

Curriculum trace — teacher-facing linkage metadata (TOC §3, §4; not student-facing, not vocabulary-gated). Chapter 3 — Skills for joining in · Section 3E · Sub-strand: Communicating · Book: Civics and Citizenship Level 2 (preparatory — owns no VC2 CDs; any catalogue listing must say preparatory).

Sets up (D1; verbatim code from TOC §3): VC2HC4S05 (Levels 3 and 4 band, Skills — Communicating). Seeds the ground of: - VC2HC4S05 .E01 → Worked example 1 (a poster about rights and responsibilities at the park), Q1–Q3. - VC2HC4S05 .E02 → Worked example 2 (a picture of people helping at the park; the local-government seed stays at 2A’s scale — “the people chosen by the community to look after our local places” — with no institution, structure or electoral machinery, D8). The helping-people thread drawn down from 2D is the neutral remainder of 2D’s §2A #2 treatment: volunteers and helpers. The Elders referent is not seeded, and nothing is named in its place (CONTENT_POLICY Rule 1; front-of-book note applies).

This preparatory section owns no VC2 content descriptions — no VC2 Civics and Citizenship content description exists at Level 2 (TOC D1; verified 2026-08-25). Elaboration ids .E01–.E02 are the family’s VCAA-order assignment (TOC D9); elaborations are carried for linkage only, never as a syllabus.

Draw-down (TOC §3, chapter guidance — integration recorded as explicit draw-downs, mirroring how the band’s own Skills elaborations point at its Knowledge content): substance from 2A (places that help everyone), 2B (what we should have and what we should do) and 2D (helping in our community).

Terms (TOC §6 and the §3 note for 3E): this section consolidates the plain-language subject terms the book has already defined at first use; it introduces none. Re-anchored in the words box: *right, responsibility* (first taught 2B), *community* (1B/2A), *local government* (2A), *volunteer* (2D), *fair* (1B; re-anchored 3A), *rule* (1C; re-anchored 3A), *law* (1C; re-anchored 3D), *decide/decision* (1A/1B; re-anchored 3A). **Sources (SOURCE_USE Rule 3):** no new real-world referents are introduced; all substance is at class/child scale drawn down from 2A, 2B and 2D, and the worked examples are invented class examples labelled as such in the teacher notes below. The real-world referents this book carries (City of Ballarat services in 2A; Landcare Australia and the Victoria State Emergency Service in 2D) keep their source lines in those sections. **Assessment (D3):** formative/preparatory only — artefact (poster or picture) plus observed spoken sentence; no judgement against an achievement standard is made or claimed.

Learn together

Words we know. We learned these words in this book. We use them when we show and tell what we think.

- A **right** is a thing we should have. It helps us. It keeps us safe.
- A **responsibility** is a thing we should do. It is our job.
- A **community** is a group we belong to. Its people share a place or share things, and they look after each other.
- **Local government** is the people chosen by the community to look after our local places.
- A **volunteer** is a person who helps without getting paid.
- **Fair** means everyone is looked after the same way, and no one is left out without a good reason.
- A **rule** is what the people in a group should do.
- A **law** is a rule for everyone.
- To **decide** is to choose. The choice is a **decision**.

Step 1 — We have things to say.

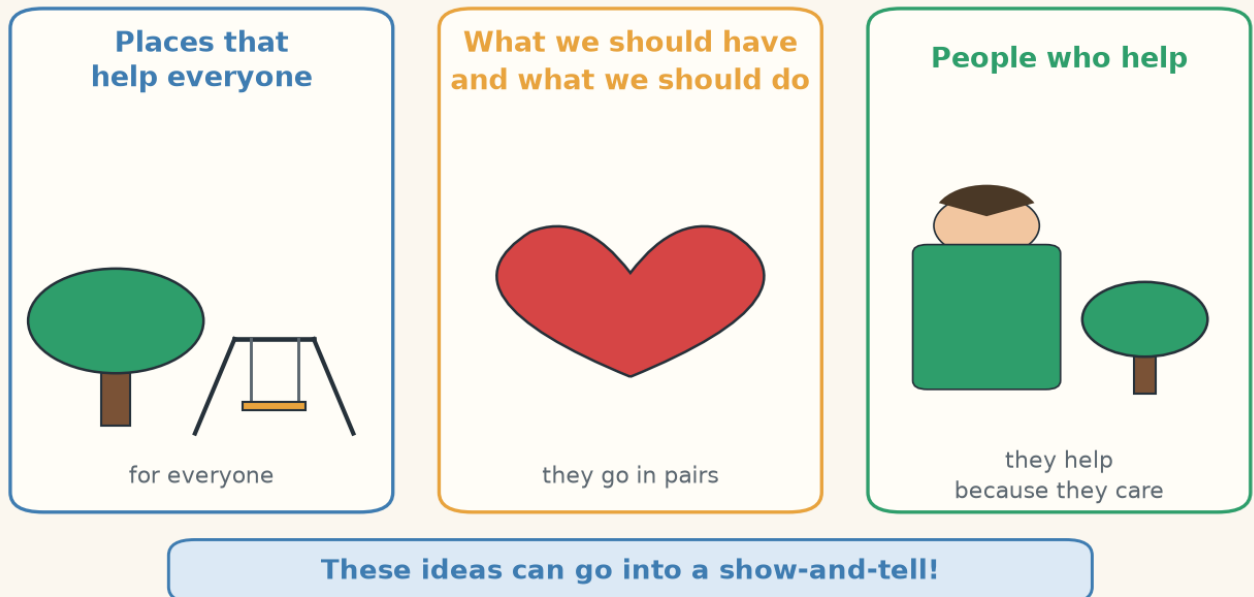
Look back at what we learned in this book. We learned three big ideas.

- **Places that help everyone.** The park, the library, the pool and the bins are for everyone. The people chosen by the community look after them.
- **What we should have and what we should do.** Rights are the things we should have. Responsibilities are the things we should do. They go in pairs.

- **People who help.** Volunteers and helpers work where we live. They help because they care.

These ideas can go into a show-and-tell.

Three big ideas from this book



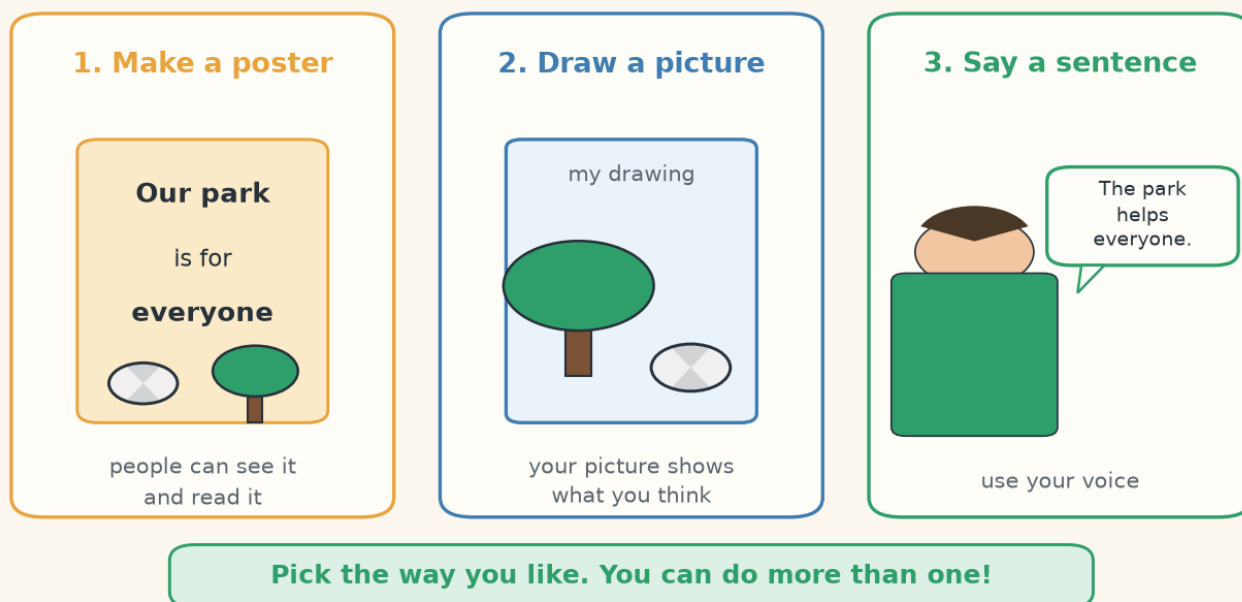
Three big idea cards. Card one says places that help everyone and shows a park with a tree and a swing. Card two says what we should have and what we should do, and shows a heart. Card three says people who help and shows a person planting a tree.

Step 2 — Three ways to show what we think.

We can show and tell in three ways.

- **Make a poster.** A poster has big words and a picture. People can see it and read it.
- **Draw a picture.** Your picture shows what you think. You say a sentence about it.
- **Say a sentence.** Use your voice to tell people what you think.

Three ways to show what we think



Three ways to show what we think. Way one is make a poster, shown as a poster with big words. Way two is draw a picture, shown as a drawing of a park. Way three is say a sentence, shown as a child talking.

Step 3 — Use words we know.

Our show-and-tell gets better with words we know. The word wall shows the words we learned in this book. Try to use one or more of them.

Our word wall

The words we know from this book. Use them when you show and tell!

right a thing we should have	responsibility a thing we should do	community a group we belong to
local government the people chosen to look after our local places	volunteer a helper with no pay	fair everyone is looked after the same way
rule what a group should do	decide to choose	law a rule for everyone

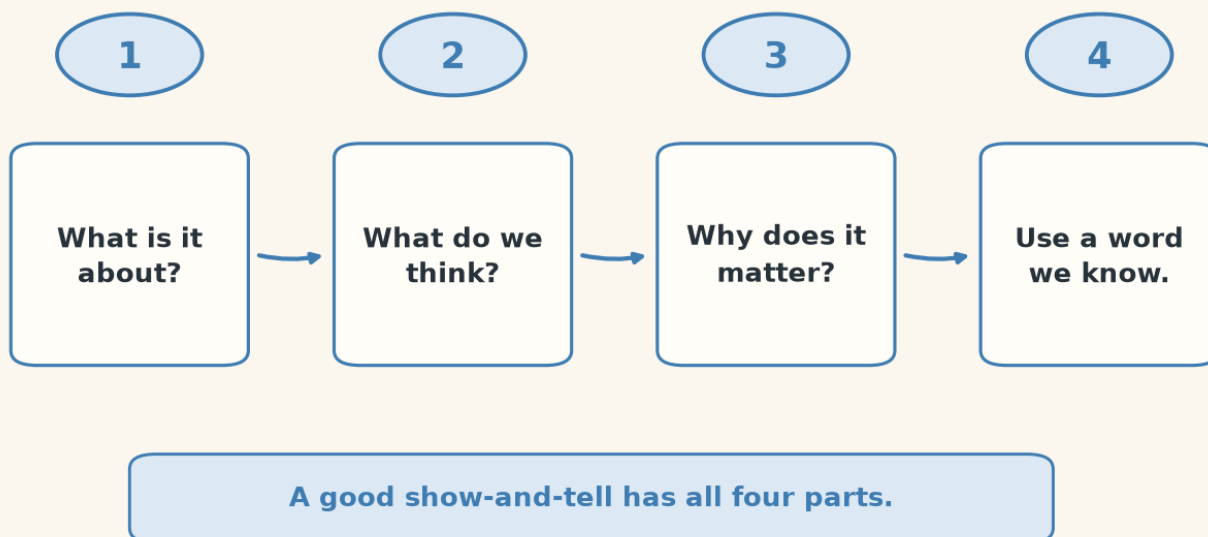
A word wall with nine word cards. Each card has a word we know and a short hint about what it means. The words are right, responsibility, community, local government, volunteer, fair, rule, decide and law.

Step 4 — Four parts of a good show-and-tell.

A good show-and-tell has four parts.

1. **What is it about?** Say the place, the right, the job or the helper.
2. **What do we think?** Say what we should have, what we should do, or how people help.
3. **Why does it matter?** Use the word *because*.
4. **Use a word we know.** A word from the word wall makes it strong.

Four parts of a good show-and-tell



Four numbered steps for a good show-and-tell. Step one, what is it about? Step two, what do we think? Step three, why does it matter? Step four, use a word we know.

Step 5 — Check before you show.

Before you show your work, run the four checks. If all four get a tick, you are ready!

Check before you show



People can read it or see it.



It says what you think.



It says why it matters.



It uses a word we know.

Four ticks? You are ready!

A list with four checks, each with a green tick. People can read it or see it. It says what you think. It says why it matters. It uses a word we know.

Worked examples

Example 1 — Ruby's poster (VC2HC4S05.E01)

Ruby made a poster about our park. It is about the things we should have and the things we should do at the park. Look at her poster. Then look at how she tells about it.



Ruby made this poster.

A model poster with the title Our park is for everyone. On the left side are things we should have at the park: a turn on the swings, and a safe place to play. On the right side are things we should do at the park: put the litter in the bin, and share the swings. At the bottom it says: the park is for everyone, we all look after it.

We say

We think about

“My poster is about our park.”

What is it about?

“We should have a turn on the swings. We should put the litter in the bin.”

What should we have? What should we do?

“The park matters because everyone uses it.”

Why does it matter?

“I used the words *right* and *responsibility*.”

A word we know

Ruby’s poster shows a right and a responsibility. A turn on the swings is a right. Putting the litter in the bin is a responsibility.

Example 2 — Miss Lee’s class draws a picture (VC2HC4S05.E02)

Miss Lee’s class draws a picture of people who help in the park. The friends of the park are planting new trees. The children help too.



Miss Lee's class drew this picture.

A model picture of people helping at the park. Two people are planting a new tree, and two children are helping them. A bin is by the path. Under the picture, the words say: volunteers help in our park, they plant new trees, we can help too.

We say

We think about

“Our picture is about people who help in our park.”

What is it about?

“Volunteers plant new trees. We can help too.”

What do we think?

“It matters because trees make the park a good place for birds and for us.”

Why does it matter?

“We used the words *volunteer* and *community*.”

A word we know

The people chosen by the community look after the park for everyone. The volunteers help them. When we help too, the park stays good for everyone.

Practice questions

With help

Q1. Sort. Cut out the six cards. Put each card under the right big idea.

Sort the cards

Cut out the cards. Put each one under the right big idea.

Borrow a book at the library	Be safe at school	Helpers plant new trees
The pool is a place to swim	Wait for your turn	Say thank you to a helper

**Places that
help everyone**

**What we should have
and what we should do**

People who help

A sorting task. Three big boxes say: places that help everyone; what we should have and what we should do; and people who help. Six cards say: borrow a book at the library; be safe at school; helpers plant new trees; the pool is a place to swim; wait for your turn; say thank you to a helper.

Q2. Match. Draw a line from each sentence to the word we know that finishes it.

Match the sentence to the word

Draw a line from each sentence to the word that finishes it.

Everyone gets a turn. That is ____.	• •	volunteers
People help without getting paid. They are ____.	• •	right
The park is for everyone. It helps our ____.	• •	community
I should have a safe place to play. That is a ____.	• •	fair

A matching task. On the left are four sentences with a blank at the end: everyone gets a turn, that is blank; people help without getting paid, they are blank; the park is for everyone, it helps our blank; I should have a safe place to play, that is a blank. On the right, in a different order, are four word cards: fair, volunteers, community, right.

Q3. Finish the sentences. Say them out loud first. Then write them down. Use words we know.

- “A place that helps everyone is _____.”
- “One thing I should have is _____.”
- “One thing I should do is _____.”
- “I can help my community by _____.”

Finish the sentences

Say them out loud first. Then write them down. Use words we know.

A place that helps everyone is _____.

One thing I should have is _____.

One thing I should do is _____.

I can help my community by _____.

One way to finish them:

the park · to be safe · wait my turn · putting the litter in the bin

Four sentences to finish, with lines to write on. Under them, one way to finish each sentence is shown.

Q4. Draw. Draw one of these: a place that helps everyone · a person who helps · a thing you should do. Then say one sentence about your drawing. Use a word we know.

Together

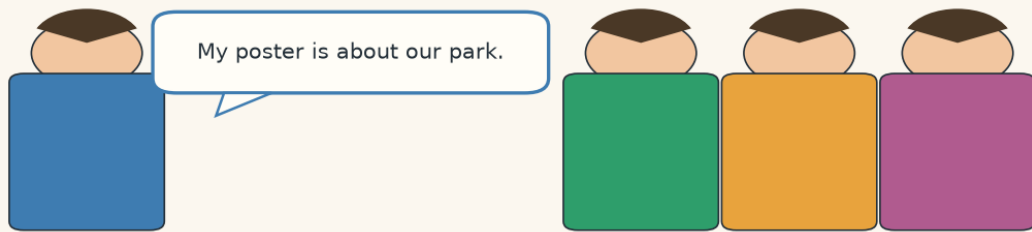
Q5. Say and listen. With a partner, take turns. Say your sentence from Q3 or Q4 out loud. Your partner listens. Then your partner says one thing they liked about it. Swap.

Q6. Class show. Put your poster or picture on the class show wall. Say one sentence about it to the class.

Our class show

Every child makes one poster or one picture. We put them all on one wall. That is our class show. Each child says one sentence about their work.

Our class show



Each child makes one poster or picture, and says one sentence about it.

The class show wall. A poster or picture from each child is on the wall, and each one has a child's name on it. One child is talking about their work, and the other children are listening.

Teacher note: each child's poster or picture, and their spoken sentence, is the artefact for this section — the observed evidence (TOC §3 chapter guidance; assessment is formative/preparatory only, D3).

Answers

Q1. Places that help everyone: *borrow a book at the library · the pool is a place to swim*. What we should have and what we should do: *be safe at school* (should have) · *wait for your turn* (should do). People who help: *helpers plant new trees · say thank you to a helper*.

Q2. Everyone gets a turn — that is *fair*. People help without getting paid — they are *volunteers*. The park is for everyone — it helps our *community*. I should have a safe place to play — that is a *right*.

Q3. Your own words. One way: *A place that helps everyone is the park · One thing I should have is to be safe · One thing I should do is wait my turn · I can help my community by putting the litter in the bin*.

Q4. Answers will be different. Check: one drawing, one sentence, and a word we know.

Q5. Talk task — answers will be different. Check: each child said a sentence, and each child listened.

Q6. Class show — answers will be different. Check: each child said one sentence about their work.