

# Neighbours, Asia/Pacific: Junior Primary English, Year 3

## *Neighbours*

The unit of work *Neighbours* explores the concepts of neighbourhood and being neighbourly through narrative, poetry and factual texts.

Texts used include the picture storybooks *Amelia Ellicott's Garden*, written by Liliana Stafford and illustrated by Stephen Michael King, *Rose Meets Mr Wintergarten* by Bob Graham, and the *Side by Side* big book by Janet King.

The unit concludes with an introduction to Australia's neighbourhood, the Pacific, to introduce our close international neighbours.

## Focus

**This unit provides opportunities to explore the ideas that:**

- good neighbours want to know and understand their neighbours
- despite differences in how we live, we have basically the same need for friendship
- people have a responsibility to each other and their neighbours
- thinking can be influenced.

# Australian Curriculum: English

The general capabilities emphasised in the unit of work *Neighbours* are literacy, critical and creative thinking, personal and social capability and intercultural understanding. This unit addresses the cross-curriculum priority Asia and Australia's engagement with Asia.

The Australian Curriculum: English is built around the three interrelated strands of Language, Literature and Literacy. This unit of work is based on the premise that literacy knowledge underpins the success of all learning areas across the curriculum. The unit of work uses a variety of literary texts for students to read, view and interpret.

## Content

Students will be provided opportunities through the activities to engage with aspects of the following content descriptions.

<b>Language</b> <b>Text structure and organisation</b>	Understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense, mood, and types of sentences (ACELA1478)
<b>Expressing and developing ideas</b>	Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)
<b>Literature</b> <b>Responding to literature</b>	Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)
<b>Examining literature</b>	Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600)

<p><b>Literacy</b></p> <p><b>Interacting with others</b></p>	<p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)</p> <p>Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)</p>
<p><b>Interpreting, analysing and evaluating</b></p>	<p>Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)</p>

## NSW K–6 English Syllabus

Syllabus outcomes	Syllabus indicators
<p><b>TS2.1 Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum</b></p>	<ul style="list-style-type: none"> <li>• Describes people in detail</li> <li>• Listens to a variety of less familiar contemporary literary texts</li> <li>• Offers opinions about stories read aloud</li> <li>• Participates in class discussions on a variety of topics</li> <li>• Engages in role-play based on texts read, viewed and heard</li> </ul>
<p><b>RS2.5 Reads independently a wide range of texts of increasingly challenging topics and justifies own interpretation of ideas, information and events</b></p>	<ul style="list-style-type: none"> <li>• Contributes to a class discussion about ideas in a text</li> <li>• Shows empathy with characters in literary texts</li> <li>• Makes inferences about ideas implicit in a text, including character personality and feelings</li> <li>• Discusses interpretation of texts read and viewed, with attention to relationship between written text and illustrations</li> <li>• Interprets basic maps</li> <li>• Finds information for specific purposes in factual texts</li> </ul>

Syllabus outcomes	Syllabus indicators
<p><b>RS2.7 Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes</b></p>	<ul style="list-style-type: none"> <li>• Talks about different interpretations of written and visual texts</li> <li>• Discusses ways different groups of people are represented in texts</li> <li>• Identifies a writer’s viewpoint</li> <li>• Recognises how a literary text uses language features to achieve a purpose</li> </ul>
<p><b>WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features</b></p>	<ul style="list-style-type: none"> <li>• Uses other texts as models for aspects of their own writing</li> <li>• Identifies key words and phrases</li> <li>• Uses a range of media, including print, images and digital media to create texts</li> </ul>
<p><b>WS2.14 Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types</b></p>	<ul style="list-style-type: none"> <li>• Recognises and discusses the organisational structure of literary texts, including poetry</li> </ul>

# Teaching & learning activities

## 1. Introduce the unit

Good neighbours want to know their neighbours and their neighbourhood. This unit of work, *Neighbours*, allows students to explore the theme of neighbours, using poetry, song lyrics and picture storybooks.

*Amelia Ellicott's Garden* shows that neighbours can work together, care for one another and share aspects of their lives.

*Rose Meets Mr Wintergarten* explores a friendship between neighbours. It also explores the concept of truth and believing what we are told without question. Teaching activities challenge students to examine how our opinions can be influenced.

*Side by Side* promotes intercultural understanding and community relationships. It tells the story of neighbours who share common values. These neighbours help each other. They learn and grow together.

Many Australians would like to know more about our international neighbours. The unit investigates our Pacific neighbours, where they live and that they have different physical and cultural environments.

## 2. Being a good neighbour; meanings in poetry and song

There are many poems with the theme of neighbours. Also, the television series *Neighbours* has in its theme music a message on the concept of neighbourliness.

Select a text with a logical sequence and a regular rhyming scheme such as the *Neighbours Rap*, or the theme song from the TV series *Neighbours*. Give students a copy of a poem or lyrics. The lyrics and **theme music**<sup>2</sup> for the television series *Neighbours* can be found online, as can the poem 'Roller

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<sup>1</sup> Lyrics to the TV series *Neighbours* on the Lyrics Playground website:  
<http://lyricsplayground.com/alpha/songs/n/neighbours.shtml>.

<sup>2</sup> YouTube video of *Neighbours* theme song: <http://lyricsplayground.com/alpha/songs/n/neighbours.shtml>.

**Skating Granny**<sup>3</sup> by Passim, or the **Neighbours Rap**<sup>4</sup> (.pdf 4 kB).

Read the text aloud as students listen and follow the printed words. Read the text a second time with students joining in. Ask for general comments about what the text is telling us about neighbours.

Read the text aloud a third time and ask students to listen for the sound qualities of the text, such as rhyme, rhythm and repetition.

Cut the poem into single lines. Jumble the strips. Have students work as a class group to reconstruct the poem. When reconstructed, look at the poem for clarity and meaning.

Present the original version and compare. Make a class poster with the key messages on being a good neighbour. Ask students to consider how these key messages are evident in their own neighbourhood.

Select a humorous poem such as 'Roller Skating Granny', that has been written to make the reader smile or laugh. Point out the techniques used by the poet to achieve humour, such as irony in the way that phrases can suggest more than one meaning. The whole poem, for instance, might be read as saying, 'I love my next door neighbours.' (I must, to put up with all the noise!)

Provide a model of a short poem such as a **cinquain**<sup>5</sup> and ask students (in pairs) to use the information to follow the model and compose their own poem. For example:

- **Neighbours**
- **Nearby, friendly**
- **Chatting, laughing, watching**
- **They help us when they know we need them**
- **Community.**

## 3. Stories about neighbours

### *Amelia Ellicott's Garden*

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*Amelia Ellicott's Garden* tells the story of an old lady who lives alone and who thinks she has no one with whom to share her life. After a natural event that affects her, Amelia Ellicott realises that neighbours can work together, care for one another and share aspects of their lives.

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<sup>3</sup> All poetry website link for 'Roller Skating Granny': [http://allpoetry.com/poem/2725760-Roller\\_Skating\\_Granny-by-passim](http://allpoetry.com/poem/2725760-Roller_Skating_Granny-by-passim).

<sup>4</sup> Schoolsnet website download for 'Neighbours Rap': <http://tinyurl.com/3zk7ujz>.

<sup>5</sup> Poetry Primer website, formats for cinquain poems:

[http://hrsbstaff.ednet.ns.ca/davidc/6c\\_files/Poem%20pics/cinquaindescrip.htm](http://hrsbstaff.ednet.ns.ca/davidc/6c_files/Poem%20pics/cinquaindescrip.htm).

Read *Amelia Ellicott's Garden*. Show the cover and ask students to predict what the story is about.

Explain to the students that we are exploring the concept of neighbourliness and that they will have to think about some questions. Some of these will be questions that cannot be answered directly from the text and will require students to think carefully about what messages the author is giving.

Read the book to the students, stopping at critical points to ask about the particular language techniques and choices that the author has made to give us information about what kind of person Amelia is and how she is feeling. Construct a list of the nouns, adjectives, verbs and adverbs that provide insights into Amelia's personality and feelings. Ask students to comment on the relationship between the written text and the illustrations. Do they complement each other, or do the illustrations provide additional or contrasting information?

Amelia Ellicott had close neighbours, yet she was alone. Do you think she was lonely? Why was she alone? Can you be alone and not lonely? Can you be lonely but still have people near you?

Was Amelia's life improved by knowing her neighbours? Were her neighbours' lives improved by knowing Amelia? Ask students to write or tell the key message that they understood from the story.

Have students construct a timeline, story map or flow chart to represent the sequence of events or ideas in *Amelia Ellicott's Garden*.

## **Rose Meets Mr Wintergarten**

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*Rose Meets Mr Wintergarten* tells the story of Rose and her family, who move into a new home. Mr Wintergarten is her new neighbour. The neighbourhood children tell stories about Mr Wintergarten. This story gives the opportunity to explore how opinions can be influenced.

Read *Rose Meets Mr Wintergarten* and discuss. Conduct a readers' theatre of parts of the book where the children are talking to Rose about Mr Wintergarten. Students should use appropriate stress and intonation to explore the language used.

Prepare cards with these statements:

- **Mr Wintergarten is mean.**
- **Mr Wintergarten is horrible.**
- **Mr Wintergarten has a dog like a wolf.**
- **Mr Wintergarten has a saltwater crocodile.**
- **Mr Wintergarten rides his crocodile at night and gets children.**
- **Mr Wintergarten eats kids.**

Draw and label two intersecting circles. The first is labelled 'Mr Wintergarten is: \_\_\_\_\_'. The intersection is labelled 'Mr Wintergarten may be: \_\_\_\_\_'. The remaining circle is labelled: 'Mr Wintergarten doesn't: \_\_\_\_\_'.

Place the cards in the part of the circle that corresponds. Allow for discussion, such as Mr Wintergarten's persona before and after Rose's visit and his offer of friendship. Ask the children to consider:

- **Did Rose believe what she was told about Mr Wintergarten?**
- **Did these stories influence her opinion of him?**
- **Is what we are told always right?**
- **Should we believe everything that we are told?**
- **Should you try and influence someone's opinion?**
- **Why might the children have said these things to Rose?**
- **Was it right for the neighbourhood children to embellish the description of Mr Wintergarten to make their story more interesting?**

Conclude by asking students to develop ideas on how to initiate friendships. Rose was brave and visited Mr Wintergarten with a small gift and a request. She was not sure of Mr Wintergarten's reaction.

Draw a poster with the top five tips on initiating friendships. Kid's Health has suggestions [on initiating friendships](#)<sup>6</sup>.

## Side by Side

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Read the big book, *Side by Side*.

As a class, discuss the idea of belonging to a community. Brainstorm what makes a community. Remind students that communities can be small like the classroom and the school or larger, like their suburb or town or even larger, like our country and the part of the world in which we live. This includes tangible things people share as a community, such as schools, places of worship, parks and public gardens, but also how people feel and how they relate to each other.

Ask students what makes a good community. Record these responses.

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<sup>6</sup> Women's and Children's Health Network: Kids' Health ages 6–12, Topic: Making friends  
<http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&id=1705&np=286>.

Guide students to relate this question to values. For example, ask: Is it important for people to care for and respect one another? How do we show these values in our actions?

Refer to the neighbours in *Side by Side* and look at which neighbours initiate friendships.

## Taking action

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Through a role-play, ask students to show ways in which they might initiate and maintain friendships. How would you be friendly to new neighbours of your age?

Explain that a variety or diversity of people may belong to a community. Discuss possible aspects of difference, such as backgrounds, experiences, interests and ages, culture and language.

## 4. Neighbours: Australia and the Pacific, factual texts and neighbours in need

Distinguish factual texts from literary texts and explore structures of factual texts. Begin by ascertaining prior knowledge. Gather and categorise students' knowledge: location, food, people, dance/music, climate and natural features. *The Pacific islands ...* Construct a word bank or glossary.

Read the following factual text about Australia and the Pacific. It is written to inform, instruct and explain.

## Australia and the Pacific



To the east of Australia lie our Pacific island neighbours. These countries include thousands of islands with rich and diverse physical and cultural environments. At the same time, they have particular needs as developing nations in a rapidly changing world.

Australia, as the largest and wealthiest nation in the region, has an important role to play. What sort of neighbour are we? How well do we know our neighbours and our neighbourhood?



Our understanding of the Pacific is sometimes based on stereotypes from television — clear water, sun-drenched beaches, grass huts and swaying palm trees. In reality, mining, over-fishing, logging, urbanisation and the effects of climate change threaten the beauty of the region.

The region is not homogenous. It has a range of landforms, cultures, languages and ethnic groups.



Despite these differences, there are some common features. We can group our Pacific neighbours into three distinct regions and ethnic groups: Melanesia, Micronesia and Polynesia.

Traditionally, Australians have learnt more about countries on the other side of the world than about our Pacific neighbours. This is changing as we realise the many links and relationships we have with our region — through aid, trade, migration, communications, tourism and sport.

Photos: (Top) An aerial view of Choiseul Island, one of the nine provinces of the Solomon Islands. (Middle) The Solomon Islands tsunami lifted this house off its pillars and swept it 50 metres away. (Bottom) Mining and other industries can bring economic benefits to Pacific countries, but such activity can also have significant environmental and social costs: photo credit Ok Tedi Mine *CMCA Review*.

Use a map of the Pacific<sup>7</sup> to locate our Pacific neighbours and have students complete this cloze activity.

## POLYNESIA

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## MELANESIA

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Read the recount story of a day in the life of Damian, an 11-year-old boy from Papua New Guinea.

### A day in the life of Damian



My name is Damian and I am 11 years old. I am doing grade three and I live with my parents in Port Moresby, Papua New Guinea. I really love playing games like running races and soccer which I play at school with my mates. My favourite food is rice and sweet potato. My favourite subject at school is mathematics and when I grow up I want to become a teacher.

My school has more than 1000 children and there are around 46 children in my class. There are no computers or televisions at school but we do have some basic sports equipment like volleyball nets and basketballs. I start school at 8.00am and finish at 2.30pm. I walk to school each morning and walk back each afternoon. It takes me about one hour to walk to school unless it rains — then it takes me longer!

<sup>7</sup> A map of the Pacific on the Asia Society website: [http://sites.asiasociety.org/arts/paradise\\_now/map.html#](http://sites.asiasociety.org/arts/paradise_now/map.html#).

For breakfast I usually eat leftover food from the previous night's dinner, which my mum heats and prepares. At times I just eat flour balls. If there is no breakfast my mum gives me some money to find something to eat at school. At lunch it's usually dough balls or biscuits. After school I go straight home to do my homework. Because there is no electricity in our house, I have to do my work while it is still daylight. But in the night I can also light candles to do my homework.

When I don't have any school work, my mother expects me to help her out with cooking or washing dishes. I also fetch our water from the nearby water supply, which is shared with six other families.

On the weekends I am usually out with my mother selling cooked food along the roadside market. I normally go to bed between 9.00pm and 10.00pm. On the weekends my parents allow me to visit with my friends. This is the only time that I am allowed to have fun with my friends.

**Source:** World Vision Australia (2008) *Get Connected*: Issue 3 — Our Pacific Neighbours

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Have students identify similarities and differences between their own lives and Damian's life in the table below — our neighbours are similar and different — write their own stories ...

### Our neighbours are similar and different

Similarities	Differences

Some students may have been born on or visited a Pacific island. Allow them to recount their experiences and plan and deliver a short presentation with key details in a logical sequence.

Other students may deliver their short presentations on how Australians can be good international neighbours who know and care about, and respect our Pacific neighbours.

### Global citizenship in action

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As a class, synthesise what has been learned so far about neighbours and being a neighbour locally and in our region. Guide the class in considering the focus statements for this unit for both local and international neighbours.

	Local examples	International examples
Good neighbours want to know and understand their neighbours.		
Despite differences in how we live we, have basically the same need for friendship.		
People have a responsibility to each other and their neighbours.		

Locate East Timor on a map and introduce the concept of neighbours in need.

Show the World Vision 40-hour Famine video ‘[Superhero Strike](#)’<sup>8</sup>, set in East Timor.

What is the video trying to do — that is, what is its purpose?

Who is expected to watch the video — that is, who is the audience?

Explain how the 40-hour Famine is one way that adults can help East Timor. With the class, analyse how the video showed hunger as the ‘enemy’. What techniques were used — how was the idea of a superhero developed apart from costume; for example, position of the camera and shot size? Were the techniques successful for the audience and purpose?

Brainstorm some other things that young Australians such as themselves could do to help their neighbours in East Timor fight hunger.

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<sup>8</sup> World Vision 40-hour Famine video ‘Superhero Strike’: <http://www.worldvision.com.au/40HourFamine/About.aspx>.

## For the teacher

*Philosophy with young children — A classroom handbook*<sup>9</sup> can help teachers develop students' skills of questioning, conceptual exploration and reasoning, using storybooks. *Amelia Ellicott's Garden* and *Rose Meets Mr Wintergarten* are featured. Use a [lesson plan](#)<sup>10</sup> (.pdf 158 kB) for *Amelia Ellicott's Garden*.

To support values education, a copy of *Side by Side* has been distributed to all Australian primary schools. Download the [Teacher notes](#)<sup>11</sup> and additional teaching and learning activities. Consult the [National Framework: Nine values for Australian schooling](#)<sup>12</sup> for shared values that reflect our commitment to a just society. The NSW Department of Education and Communities has [information on friendship](#)<sup>13</sup>.

Screen Australia provides an [interactive map](#)<sup>14</sup> of Australia and the Pacific region. Travel in the region to learn about amazing transformations in the ABC TV series *Pacific Stories*<sup>15</sup>.

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<sup>9</sup> *Philosophy with young children — A classroom handbook* (2007) by Philip Cam (et al) Australian Curriculum Studies Association CSA. Find an order form for this book at: <http://www.acsa.edu.au/pages/images/Philosophy%20order%20form.pdf>.

<sup>10</sup> Lesson Plan for *Amelia Ellicott* picture book: [http://mteach-parttime.wikispaces.com/file/view/KM\\_Amelia+Ellicott+Pic+Book.pdf](http://mteach-parttime.wikispaces.com/file/view/KM_Amelia+Ellicott+Pic+Book.pdf).

<sup>11</sup> Australian Government Department of Education, Employment and Workplace Relations, Values, Curriculum Resources, *Side by Side* – big book for early years: [http://www.valueseducation.edu.au/values/val\\_side\\_by\\_side,29549.html](http://www.valueseducation.edu.au/values/val_side_by_side,29549.html)

<sup>12</sup> Australian Government Department of Education, Employment and Workplace Relations: <http://www.valueseducation.edu.au/values/default.asp?id=14515>

<sup>13</sup> The NSW Department of Education and Communities: <https://www.det.nsw.edu.au/students/primary/years-3-6/friend-or-frenemy>.

<sup>14</sup> Screen Australia interactive map: <http://www.pacificstories.com.au/map.html>.

<sup>15</sup> ABC TV (2005) *Pacific Stories* (Requires Flash): <http://www.pacificstories.com.au/map.html>.