

Wild Dog Books

Teachers’ Notes

Community

Synopsis

Communities can be big or small, and simple or complex. They involve people and places, families and leaders. They give us a sense of identity and belonging, and can inspire passion in their members. They make you feel at home when you are far from home, and connect you with people that share your interests, values and beliefs. They create positive change in the world, and provide comfort and support in times of difficulty. However, belonging to a community comes with rules and responsibilities. As the saying goes, ‘You only get out what you put in.’ People make a community fun and enjoyable to be a part of. Therefore it is up to you play your part in making the community the best it can be. Welcome to the wonderful world of *Community*!

Writing style

*Community* has been designed with the needs of both early and more advanced readers in mind. Simple-to-intermediate language is used throughout the book, with no more than a few sentences on each page. The large format images relate directly to the text, so younger readers have multiple entry points to engage with the information.There is also an extensive glossary in the back of the book, which will aid readers in developing the tools of research and analysis.

Photographic/Design style

*Community* uses dynamic images and a range of layouts to repeatedly capture the imagination of the reader. Colourful single-page and double-page photographs are contrasted with images isolated on white backdrops, which further help to captivate the reader. These photographs are contrasted and complemented by vector illustrations, which will further engage even the most reluctant of readers. The images bring the viewer close to the subject that is being discussed, and also have the advantage of being static, giving the reader the opportunity to explore the image and look at the subject matter and its features in detail. The images are also strongly composed and clearly printed with bright strong colours to increase the appeal to visual readers. Readers can explore how images are used to convey messages.

Study notes

Themes:

* Descriptive words
* Community
* People, family and leaders
* Rural, suburban and urban
* Local versus global
* Neighbours and neighbourhood
* Identity, connection and engagement
* Values and beliefs
* Helping others in need

Curriculum link: Literacy

Before reading *Community*:

* Brainstorm what students understand about the word community.
* What is their first response when they look at the cover of the book?
* What do they think a community is? What might be an example of a community? Can they think of any communities they belong to?

While reading *Community*:

* Ask the students to take turns reading a paragraph aloud to the rest of the class. Where appropriate, ask the students what they think certain words may mean.

After reading *Community*:

* Ask the students to reflect on the words they would use to describe community, and the words that have been used in the book. Ask them to draw up a list of words that can be used to describe community.

Curriculum Theme: Critical and Creative Thinking

After reading *Community* ask the students the following questions:

* What is a community?
* How can they be defined?
* Does people or place define a community?
* Are all communities entered into by choice?
* Why do people join a community?
* What are some of the benefits of belonging to a community?
* What are examples of big / small communities?
* Can you be part of a community and not know it? And do you have to actively take part in it?
* Is your family a type of community?
* Are all members of a community equal?
* What happens if people go against the rules or expectations of the community?
* What is the difference between your local community and the global community?
* Do animals form communities?

Curriculum link: ICT Capability

After reading *Community*:

* Organise the class into small groups. Assign each group a type of community from the following website: <https://www.feverbee.com/different-types-of-communities/> Ask each group to research their assigned type of community and to answer the following questions: what does their type of community mean? What are some examples of this type of community? Do examples of their type of community exist in all parts of the world? If not, why not? Does anyone in the group belong to a community of this type? If so, give examples.
* Ask the children to look for and print images relating to their type of community e.g. *Community of Place* might include a flag of a country, a map of a town or the local shops in a neighbourhood.
* Ask each group to create a poster collage. Ask them to attach the images they found online and to write a short sentence detailing what that image means in relation to their type of community. All members of the group then take turns presenting their findings to the rest of the class.

Curriculum Theme: Personal and Social Capability

After reading *Community*:

* Discuss the idea of Community of Action with the class. Ask the students to come up with a list of positive changes they would like to make in their local community e.g. picking up rubbish, donating clothes to the needy, a canned food-drive etc. Ask them to research online to see if they can find local organisations that engage in these activities. If there is an appropriate organization/activity, the class could potentially engage in a form of community action.
* Organise the class into two groups. In one group, ask the students to work as a team to construct a word finder puzzle. Ask each student to suggest an appropriate word taken from the book (e.g. values, protest, engage etc.). Once completed, print copies for the other group to complete.
* In the second group, students should work as a team to create a trivia bingo game. Ask each student to suggest a fact they found surprising or interesting. Combine these bingo words into a game for the whole class.
* ***Homework:*** ask each student to do a vox pop when they get home. Questions to ask their parents, siblings etc. include: what is a community? Are their different types of community, and what are they? What communities do they belong to? Students should then report their findings to the whole class.

Find out more

* <https://www.ourcommunity.com.au/>
* <http://kidsthrive.org.au/>
* <http://raisingchildren.net.au/articles/connecting_with_others.html>
* <http://raisingchildren.net.au/articles/community_activity_teenagers.html>

Marketing and promotion

*Community* is a one-off title, though it shares elements with other one-off titles such as *The Gigantic Book of Genes*, *Left & Right* and *The Big Book of Antarctica*. Future one-off titles are planned, such as *Communication, Maps and More Maps* and *The Giant Book of Germs*.