

### 6.2.3 Community engagement

*The service builds relationships and engages with its community.*

#### Checklist

<i>Educators read children’s enrolment and family input forms to gain information about children’s family and community.</i>	Yes	No
<i>Educators make connections with relevant community groups eg cultural groups, sporting groups, scouts, brownies, special interest groups, shopkeepers.</i>	Yes	No
<i>Educators build connections with the local Indigenous community to gain insight into Indigenous culture, stories, history and way of life.</i>	Yes	No

#### Educational Leader/Educators

*Display learning which illustrates children’s involvement in local community clubs/organisations. Do you know how children spend their time outside the service? Consider how to source information from families about local organisations they are involved with.*

#### Example from Dubbo Early Learning Centre – Look at the learning that happens in a week when you connect to your local community

*Ellie’s Elephants, 3rd January 2018*

### Learning About Where Our Coffee Comes From!

*Today the pre-schoolers went on an excursion to Russo’s Coffee. Before we went in Miss Danielle asked the children what do they expect to find inside. Scarlett said ‘cookies’, Leo said ‘icecream’, and Archie said, ‘fruit and food’. When we arrived at the coffee shop we greeted Johnno and watched him make a green smoothie for a customer. Chloe Sm. thought “it must be healthy”.*

*We were invited to the back of the café where we observed Adam roast the coffee beans. Adam presented the children with unroasted, green beans, and the roasted beans. The children were able to use their sensory capabilities to explore their environment as they smelt roasted and unroasted beans and compare the two. (L/O 3.2) Archie and Aseri said the green beans smelt like fruit. Molly and Jasmine said the roasted beans smelt like chocolate.*

*Adam explained where the beans come from, including Brazil, Ethiopia and Rwanda. We learnt that the beans grow on trees and each seed contains only two coffee beans, and that it takes 40 coffee beans to make one cup of coffee!*

*We then moved to the front of the shop where Jono showed us how he makes a coffee using the roasted coffee beans. The children made connections between people in the community and their home, with Molly stating “my mum gets her coffee from this shop”. (L/O 2.3)*



## **Discussing and extending on what we saw!**

Once we had returned to the centre Matt and Miss Danielle spoke to the children and reflected on what we had seen and learned from our visit.

Adam gave the children examples of places they receive their beans from, including Brazil. Using the smart board Matt showed the children how far away Brazil was from Australia and Miss Danielle asked the children what forms of transport might they use to get the beans from one country to another. "They might use a boat or a plane to get them across the water" said Mackenzie as she shared her answers with the class. (L/O 4.3)

The children engaged and showed knowledge of their experience through conversation about the process of the cycle of a coffee bean, where they come from and how they are used.

Archie, Leo and Scarlette each explained in their own way how the coffee bean ends up to be a syrup for us to drink.

"It starts in the ground in dirt then a big tree grows some of the fruit!" explained Leo.

"After it's a tree the people squash the fruits and get all the baby seeds out so that the man at the café can cook them in his big machine!" Scarlette added.

"When they're all finished Jono can make it into a cup of coffee and my mum buys it!" Archie explained.

## **Customer advice and demonstrating learning!**

Miss Danielle planned for time and space where the children could reflect on their learning and make connection with the coffee bean process in small groups, using drawn pictures to represent the method used in the making of coffee.

While creating the life cycle of a coffee bean, the pre-schoolers expressed their growing knowledge in different ways and voiced their own opinions of how they would do things differently from a customer point of view.

"But I could make that even more yummy if I put chocolate on it and made the coffee into a milkshake" stated Michelle.

"Our tree will have pink fruit just like the pictures Matt showed us" Lila explained.

"I'm going to make my own beans so that I can show my mum what they look like!" Aseri told Alexis.

After the children finished their drawings they laid them out in the correct order to demonstrate the process and their understanding of today's learning about the life of a coffee bean. (L/O 4.3)



## **Welcome to the Unicorn Coffee Shop!**

*After we researched and discussed where coffee comes from with Miss Danielle, we made our own coffee shop! The pre-schoolers were provided with a range of resources that enable them to make meaning; such as cardboard tubing, construction paper, alfoil, cardboard boxes and various items from around the room in order to complete the construction of our café. (L/O 5.3)*

*Michelle suggested we use our counting cookies/jar to sell cookies at the café and use as sugar. Once we had completed the coffee machine, including a cash register/eftpos terminal, the children each made their own credit cards to be able to pay for their purchases. Lila covered her credit card in alfoil to make a 'special card'. Alexis and Miss Tara made their own coffee beans to go into the drum.*

*After we had made our credit cards we decided we needed a store sign, just like Russo's Coffee has, so people knew what we sold. The children discussed ideas between themselves for a name for the coffee shop, these names included "Elephants" – Jasmine, "To make coffee" – Marlee, "Ellie's coffee" – Archie, "lolly coffee shop" – Lila, "warm shop coffee shop" – dad's coffee shop" – Archie, "Christmas elf coffee shop" – Molly, "Merry Christmas coffee shop" – Alice, "unicorn" Georgia, "rainbow pudding" Jasmine and Lila, "Unicorn corn" – Georgia, "Unicorn" Chloe Sm, "My christmas" – Charlie, "Barbie shop" Alice, "rainbow dash sweets" Alexis. Khloe, Alice and Georgia worked together to decide on a name for the coffee shop, and unanimously decided on The Unicorn Coffee Shop, and painted a sign. Mackenzie decided "we need advertising" and so we wrote our opening times and painted pictures of some of the items we sell on the sign.*

## **Extending on yesterday's visit to Russo's Café!**

*4th January 2018*

*Miss Danielle joined in with the children's pretend play and modelled a real-life scenario of being a customer at the Unicorn Café. During play Miss Danielle used this scenario of making a credit card purchase and requesting a receipt as a conversation starter to what the children understood about the process of payment while purchasing items at a shop.*

*"They give you a piece of paper after you buy it! its got pictures on the bottom!" explained Khloe.*

*The pre-schoolers shared their understanding and knowledge through experiences they had with their parents when visiting the shops. "my mum likes getting the paper off the lady at the shop!" Archie shared.*

*Miss Danielle questioned the children as to what information they thought was provided on the receipts they are given.*

*" maybe pictures" Chloe Sm suggested. "It might be all the stuff from the shop!" said Scarlettte.*

*After searching Miss Danielle's bag for a receipt the children requested they made their own receipts that would list all of the items they would purchase from the Unicorn Café.*

*Each of the children were provide with long, thin receipt like piece paper to create their own record of purchases on. Miss Kim and Miss Danielle assisted the children with the spelling and writing of words on their receipt and while doing so built the children's literacy skills and word recognition.*

*Angus used a variety of thinking strategies to solve his problems and adapt to this new situation when suggesting "how about if I don't know how to spell something on my receipt I just draw a picture of it so that*



you know what it is?”. Miss Kim and Miss Danielle questioned the children on the items listed and how much money they thought each item would cost them and used under writing to record their answers. (L/O 4.2)

After completing the receipts the children incorporated them into their pretend play in the Café. Alexis spoke to the other children about the items they had listed and made food and drinks to their order.

## **Café Madness!**

5<sup>th</sup> January 2018

Continuing from our visit to Russo’s café with the learning about making coffee, where coffee comes from and the life cycle of a coffee bean the children in the preschool room constructed their very own coffee roaster.

The children first discussed with Miss Danielle what they remembered about the coffee machine, how it worked and what it looked like. “It had buttons that the man pressed to put the beans in the machine” stated **Jasmine**. The children extended their learning by sharing and transferring ideas between one another to build the perfect coffee roaster. “We can have a clock on our machine, so we know how long until our beans are ready!” suggested **Chloe Sm**. “What about red lights so that people know they can’t touch it!” explained **Alice**. “because red means hot!” added **Georgia** (L/O 4.2) **Sophie** and **Lilliana** worked together to stick marbles on the coffee roaster in representation of the buttons on the coffee roaster at Russo’s. The girls stuck the marbles on while discussing the use of the buttons. “If we press all of these then the coffee machine will work” **Lilliana** told **Sophie**.

As the making went on the children broadened their ideas and continued to make connections between the roaster they were making and the one they had seen at Russo’s such as threading a cardboard pipe through the wooden box to ensure there was a shoot for the beans to come out of once they had been roasted. Miss Danielle constructed multiple solutions to problems the children faced e.g wedging the cardboard shoot higher in the box to ensure sturdiness.

After the coffee roaster had been complete with lights, buttons, a shoot, clock and beads to use as coffee beans the children started the roasting procedure.

**Alexis** placed the beans (beads) into the roaster while **Sophie**, **Alexis B** and **Aseri** used the control panel to start the machine. Once the beans had been in the machine for long enough **Alexis**, **Oliver** and **Bella** used a cup similar to the one Adam used at Russo’s to scoop the beans into the shoot where they were cooled by **Mackenzie**, **Lilliana** and **Ava** before **Michelle** used techniques seen by Adam to pick the burnt (black) beans out of the mixture.

The children enjoyed this play/learning experience and applying their new learnt coffee roasting skills to create their very own coffee roasting machine to add to their Unicorn Café. (L/O 4.3)

-Danielle



# Ellie's Elephants Curriculum

8<sup>th</sup> January 2018

This morning the pre-schoolers went on an excursion to involve the children in the broader community and environment beyond the early childhood setting.

(L/O 4.4). We wanted to see what businesses were near our school, so we went to Total Metering Services (TMS). We were

met by Amanda and Wayne, Wayne took us to the warehouse where we saw lots and lots of boxes! Wayne told us all the boxes contained electrical meters. **Mackenzie** told Wayne "there are heaps of things that need electricity, like the tv and the heater". Wayne explained to us an electrical meter measures how much electricity is being used. "Where do they go and how much do they cost?" **Will C** asked. "\$100?" Will estimated.

"No, I think a little bit more than that" Wayne replied. "\$600?" Will re-estimated. "Actually yes, they are about \$600!" Wayne replied. We met

Johnno and Paul who install the meters.

"Where do they go?"

**Tom** asked. Wayne

explained they go in new houses that are being

built. "And shops?" **Leo** asked. "Yes, in shops too"

Wayne replied. Wayne gave all the children a yellow





tag, and told us they were seals which go on the meter box and stop people from opening the box and adjusting the meter. Next, we went into the office and Amanda explained how her job is to take orders and send the



boxes to the electricians who need them. When we returned we saw the outside of our school has an electricity box. "Is that where you think our electrical meter is?" Miss Tara asked. We opened the box and saw we did have an electrical meter and it looks just like the one Wayne showed us! We also saw two other big boxes on our wall, which Miss Tara and Miss Danielle



explained were part of our solar panel system. **Jasmine** explained to us that with solar power "the lights come from the sky". When we returned Miss Tara and Miss Danielle facilitated a class discussion about all

the new things we had learnt. The pre-schoolers demonstrated that they are actively listening and understanding what Wayne had explained to them while at TMS. (L/O 5.1) **Leo** stated, "we saw the



kitchen and where the electricity comes, I remembered "the boxes tell the man how much electricity". **Tom** pointed out "we have a box outside our school. We have solar panels too". Miss Tara suggested we use our black core flute to make a solar panel and some boxes to make



electrical meters. "We can make a box and put star lights in it and turn them



on.” **Leo** suggested. “That’s a fantastic idea Leo!” Miss Tara replied. Miss Tara took some of the children outside to look at the solar panels on our roof. **Will C.** said, “it has squares”, while **Tom** noticed “and lots of lines”. We used chalk and a piece of the core flute as a ruler and the pre-schooler’s drew lots of lines and



squares on the flute. With Miss Danielle the pre-schoolers made electrical meter boxes, using felt and paper to decorate them and pom pom balls as the buttons. We are going to add battery operated star lights to our boxes, just like Leo suggested. This coming week we will be continuing our learning about electricity and power, including how to save electricity, the different sources of power and energy (battery, solar power and electricity) and how electricity/energy works (including science experiments).



Learning Outcome 4.4 – Children resource their own learning through connecting with people, place, technologies and natural and processed materials.

Learning outcome 5.1 – Children interact verbally and non-verbally with others for a range of purposes.

(Tara)

