

Our Community Web

(Year 2 - Ages 7-8):

Lesson 2 of 9

Lesson Overview

Lesson Title:	Our Community Web
Year Level:	Year 2 (Ages 7-8)
Lesson Duration:	30 minutes
Key Focus Areas:	Understanding empathy and the reasons for helping others.
Curriculum Links:	<p>Australian Curriculum – Health and Physical Education (Foundation)</p> <ul style="list-style-type: none">• <u>AC9HP2P03</u>: Describe how groups they belong to contribute to their personal identities.• <u>AC9HS2K03</u>: The significance of local community groups and the ways they can participate in them.• <u>AC9AVA2C01</u>: Use materials, techniques and technologies to explore art making, and represent ideas and experiences.

Learning Intentions

- Identify different groups that make up our community.
- Understand that these groups are connected and rely on each other.
- Recognise that helping each other makes our whole community stronger.

Success Criteria

- Name at least three different groups in my community.
- Give an example of how two community groups are connected.
- Create a "Community Web" map that shows these connections.

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Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
10 minutes	Part A. Weaving Our Web	Introduction and Interactive Yarn Activity
5 minutes	Part B. Stories of Connection	Story Time and Brainstorming
10 minutes	Part C. Mapping Our Community Web	Creative Activity & Connecting to the Big Idea
5 minutes	Part D. A Stronger Web	Reflection and Sharing

Part A. Weaving Our Web (10 minutes)

Step 1. Review and Introduction

- Gather students in a large circle on the floor, ensuring there is space.
- Say: "Hello everyone! Last lesson, we practiced 'stepping into someone else's shoes' to understand how they feel. Today, we're going to see how we are all connected in a giant, strong Community Web."

Step 2. Interactive Yarn Activity

- Give the community group labels to different students around the circle (e.g., one student holds "Family," another holds "School," another "Doctors," etc.).
- Hold the ball of yarn. Say: "I'm going to start our web. I am part of the 'School' group." Hold the end of the yarn and gently toss or pass the ball to the student holding the "Family" label.
- Ask: "How is the School group connected to the Family group?" (e.g., "Parents from the family come to the school").
- The "Family" student holds their part of the yarn, and passes the ball to another group, for example, "Supermarket." Ask: "How is the Family group connected to the Supermarket?" (e.g., "Families buy their food there").

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- Continue passing the yarn across the circle, connecting different groups and asking students to explain the connection each time (e.g., School connects to Library, Doctors connect to Family, Sports Team connects to School).
- Soon, a large web of yarn will be created in the middle of the circle.
- Say: "Look at our amazing community web! We are all connected. Now, can everyone gently wiggle their string? Can you feel how your wiggle affects other people in the web? This shows that what happens in one part of our community can be felt by everyone. We rely on each other to keep our web strong."

Part B. Stories of Connection (5 minutes)

Step 1. Story Time

- Ask students to carefully place their yarn on the floor and sit down.
- Introduce a picture book about community, like *The Big Umbrella*.
- Say: "This story is about how a community can stretch and grow to include everyone. Let's see how all the different characters are connected."
- Read the story aloud, pointing out how different people or groups interact and help each other.

Part C. Mapping Our Community Web (10 minutes)

Step 1. Introducing the Creative Activity

- Distribute the "My Community Web" worksheet.
- Instruct: "Now it's your turn to be a community map-maker. On your worksheet, draw a picture of yourself in the middle circle. In the circles around the outside, draw or write the names of the important groups in your own community web—your family, our school, your friends, maybe a sports team or the local library. When you're done, draw lines to connect them all to you and to each other!"

Step 2. Creative Time

- Students move to tables with pencils and crayons.
- As they work, circulate and discuss their community connections.
 - "That's a great group to include! How does your family connect to the doctor's office?"
 - "I see you've connected your school to your soccer team. How do they link up?"



Step 3. Connecting to the Bigger Idea

- As they finish, gently introduce the connection.
- Say with a caring tone: "Your community webs are so strong and full of connections. But sometimes, one part of the web can be in trouble because a person is very sick. Because our whole web is connected, other parts of the community can work together to help. A kind family makes a choice. The doctor and nurse team uses their skills. They send a powerful connection of kindness across the web to help the person who is sick. The gift of donation is like a super-strong string that connects different families and makes the whole community web stronger and more caring."

Part D. A Stronger Web (5 minutes)

Step 1. Sharing Our Webs

- Invite a few students to share their community web maps with the class.
- Ask: "Can you show us two groups on your map and explain how they are connected?"

Step 2. Reflection

- Ask: "What did we learn today about all the groups in our community?" (They are all connected).
- Say: "That's right! We are all part of a big, beautiful web of people who help and support each other. When we are kind, we make all the connections in our web stronger."
- Display the finished maps on a "Our Community Web" wall.

Differentiated Learning

- Extension:
 - Challenge students to write a sentence explaining one of the connections on their web map.
 - Ask them to add a community group that was not on the class labels and explain its role.
- Learning Support:
 - Provide a list of community groups with simple icons on the board for students to refer to.
 - Work with a small group to map out their web verbally before they begin drawing.



Teacher Reflection

- Was the physical yarn web activity effective in helping students visualize interconnectedness?
- Were students able to identify a variety of community groups beyond their immediate family and school?
- Did the students grasp the concept of how different groups rely on and support each other?
- How can I use the "community web" metaphor to discuss classroom community and teamwork in the future?

Assessment

- Observation of participation and understanding during the interactive yarn web activity.
- Ability to name at least three different groups within a community.
- Completion of the "Community Web" worksheet, showing an ability to map out and connect different groups.
- Verbal expression of how two different community groups might be connected or rely on each other.

Additional Notes:

Ensure the lesson reinforces the idea that all our circles are important and connected. The visual demonstration with the yarn is a key anchor to help students grasp this abstract concept of community layers and interdependence.

This lesson builds on the "ripple effect" by showing how kindness spreads through our interconnected groups. It helps students see themselves as part of a wider community of care, which is a crucial step in understanding how one family's choice to donate can have a positive impact on another family they've never met.

