Protecting the Community – Community Night Patrol

This module gives students examples of how they can have a job protecting the community.

Magazine with activities

Cedric, Kyle, and Warren work for Community Night Patrol in Yuendumu, Atitjere, and Alice Springs. They protect the community by helping people at night and stopping people from getting in trouble with the police.

Students will learn:

- the type of work that Community Night Patrol Officers do to keep people in the community safe
- listening for key information from the radio
- using non-confrontational language,
- recording information systematically
- analysing data to find patterns in the information.
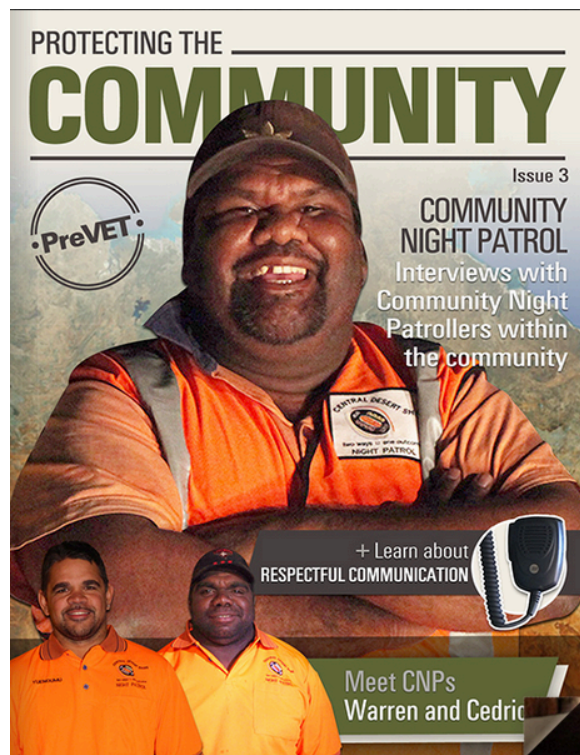
Curriculum Links

PreVET reinforces and authentically contextualises curriculum learning. For detailed mapping, see m3c-curriculum-mapping.xlsx

Australian Curriculum Prior Learning
- English: Receptive mode – Students analyse and explain literal and implied information from a variety of texts. They listen for key points in discussions. Productive mode – they contribute actively to class discussions.
- Mathematics: Students interpret and compare different data sets.
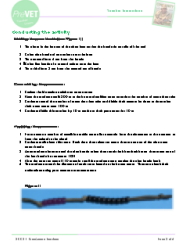
T-9 Net Diagnostic Continua
- Reading: Breaking the written code, Making meaning, What does the reading text say, and Using text.
- Numeracy: Time, Chance & Data.

Australian Core Skills Framework
- Reading, Oral Communication Levels 1-3
- Numeracy Levels 1-2

Overview of 3C Community Night Patrol – Activities

See m3c-transcript-answers.pdf for Activity Answers, m3c-quiz-answers.pdf for Quiz Answers.

		Overview	Key Vocabulary	Teaching ideas	Related Games	Quiz Questions
A1 Respectful Communication		CNPs must communicate clearly and respectfully to stop problems before they get out of hand. Key points: - Listening for key information to take part in conversations - Making word choices depending on point of view and opinion -Using non-confrontational cooperative language	Non-confrontational Communication Intentions Strategising	This is a good opportunity for discussion on why language cannot be biased in the CNP communications, either on the radios or in reports. Brainstorm objective and subjective language and/or create a list of words for students to categorize. Discuss how the way we say things can change the message. Good Manners Board – This activity is designed to go over a period of time.	3C.S3.G2 Who Is It? 3C.S3.A3 Good Manners Board	1, 2, 3, 5
A2 Recording Information		Filling out an incident report and recording information systematically makes it easy to read and understand for others. Key points: - Recording information systematically	Observations Systematic Analyse Accurate	Discuss other places the students may have recorded information using tables – sport games, working with cattle, at the canteen or shop, in other PreVET magazines.	3C.S3.G1 Action Sheet Game 3C.S3.A2 Classroom Movement Record	4, 6, 7
A3 Analysing Data		The CNPs analyse the information recorded in the data sheets to find patterns which help in writing reports and making decisions. Key Points: -Analysing data and finding stories in information.	Data Encounter Roster Incident	Student Survey Have students create the survey questions and decide how to survey people themselves. Have students graph the results from their survey. Teachers could teach the students how to graph using excel. Student Survey & Classroom Movement Record Take note that these activities need to go over a week so data can be collected.	3C.S3.A1 Student Survey 3C.S3.A2 Classroom Movement Record	8, 9, 10
Lesson – Role-Play		Students are asked to assume the role of a Community Night Patrol Officer and respond to a scenario in an appropriate and respectful manner to diffuse the situation. This activity requires the application of the skills explored in the online activities including the completion of a Night Patrol Detailed Client Data Collection Sheet.	Scenario	The depth of this activity depends on students' abilities to perform accents and use language appropriate for particular characters in the communities. It could lead to discussion on reasons why people are out at night and what communities can do about it.		1, 2, 3, 4, 5, 6, 7