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**CIVICS AND CITIZENSHIP  
I belong and I can make a difference**

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| **Unit name:** I belong and I can make a difference. | **BAND: Levels 3 & 4** | **TIME:** 5 x 1 hour |
| **Civics and Citizenship Strand/S**:  Citizenship, Diversity and Identity | | |
| **Learning intention:** Students will develop the knowledge, skills and convictions to play an effective role in their communities; local, national or global as they develop an understanding of active citizenship and volunteering. | | |

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| **CIVIC PARTICIPATION ACTIVITY** | The civic participation activity explores the concept of 'volunteering' in the context of benefiting members of the school community. |

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| **CIVICS AND CITIZENSHIP CONTENT** | | | | |
| **STRAND** | **CONTENT DESCRIPTIONS** | **ACHIEVEMENT STANDARDS** | | |
| **Citizenship, Diversity and Identity** | Investigate why and how people participate within communities and cultural and social groups (VCCCC006)  Describe the different cultural, religious and/or social groups to which they and others in the community may belong (VCCCC007) |  | ***Students working at Level 3–4 will be able to: (extract only)***   * Describe how people participate in their community as active citizens. * Describe the factors that shape a person’s identity and sense of belonging. | ***Students working at Level 5–6 will be able to: (extract only)***   * Identify various ways people can participate effectively in groups to achieve shared goals * Explain what it means to be an Australian citizen and how people can participate as global citizens. |

***\*PRIOR LEARNING: Students understand what being part of a group means. Students understand that they may belong to many groups within their family and community.***

***Assessment tasks are examples only – teachers may choose to use or adapt activities as required.***

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| **LEARNING ACTIVITIES** | **ASSESSMENT TASKS** | **TEACHING NOTES** |
| **Lesson 1: Where do you belong?** (VCCCC006)  Students will describecultural, religious and/or social groups to which they and others in the community may belong. They explore and explain how belonging can shape personal identity**.** Students will identify their own cultural backgrounds, religious and social groups leading to an appreciation that as Australians we come from many different cultural backgrounds. Students will list and comparethe different purposes, beliefs, traditions and symbols used by groups.  Questions to start circle time discussions:   1. What is a group? 2. What makes up a group? 3. Who decides when to make a group? 4. Why are groups formed? 5. What kinds of groups are there in our local community? 6. Who might want to join these groups? 7. Are groups all voluntary or are we born into them? 8. Who decides what makes up a group? 9. Why do people want to belong to groups? (Reasons given may include: sense of belonging, shared experiences, strong sense of identity, accepted by mainstream culture, ease of access to social institutions, feeling of superiority, belief in own righteousness, having a political voice)   Refer to **Resource 1: Multicultural Australia**  Refer to **Resource 2: Difference Differently website**  Students will create categories such as: political, cultural, ethnic, mutual interest, sports, religious, professional, and artistic and list examples from personal or general knowledge underneath as a class on a chart on the blackboard or Smart Board. This will help them see the commonalties that groups have. You may need to define some categories or discuss what the terms cultural, religious and social mean. (VCCCC006) |  | **Resource 1 -**  Multicultural Australia <http://www.multiculturalaustralia.edu.au> A wide range of classroom materials in many subject areas accessed 30 May 2016  **Resource 2 -**  Difference Differently website, Civic and Citizenship, Modules, Level 3, Differing Stories, <http://www.differencedifferently.edu.au/differing_stories/> accessed 30 May 2016. This resource examines the meaning of identity and how it is shaped. It looks at the many factors that can contribute to being an Australian today |

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| **LEARNING ACTIVITIES** | **ASSESSMENT TASKS** |
| **Lesson 1: Where do you belong? Continued**  Activity: Create **a belonging tree** display  Students choose one group to which they, and/ or their family belongs. i.e. Scouts, Basketball Club, religious group.  Give students a large template of a leaf. Students paste a photo of themselves and representations of clubs or religious or cultural groups they belong to (icons, symbols, traditions, purposes). Pin or stick the leaves to a large display board tree.  The leaf must explain:   * What this group does? * Why they do it? * Why you have joined?   Ask students to look for and identify commonalities and connect the leaves.  ***Assessment Task 1*** asks students to find common links between individuals**.** Reflection about the variety and types of groups that we belong to. In pairs discuss and share others intercultural experiences. | ***Assessment Task 1:***  *Students understand that there are factors that shape their own identity and sense of belonging. From an A4 piece of paper cut out a large leaf shape.*  *On the leaf draw, write about and/or explains one of the groups to which the student belongs.*  *Each student should list 3 leaves that they have connections and explain what the connection is using*  *Appendix 1. Students complete a self-reflection on their learning.* |

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| **LEARNING ACTIVITIES** | **TEACHING NOTES** |
| **Lesson 2:** **What does belonging mean?** (VCCCC006)  Define and discuss the concept of belonging to a group by categorising a list of words under the headings belonging and not belonging.  E.g. connected, disconnected, alienated, accepted, secure, different, excluded, outsider, dependent, insider, part of etc.  Read some of the suggested picture books in the resources section on belonging and identity.  Questions to ask:   * Give an example of belonging or not belonging in the narrative. * Which characters belong and which do not? Why? * Do the aspects of belonging or not belonging change over the narrative? If so why? * Does the text infer that belonging is important? * What personal feelings do you have about the ideas expressed through the text? * What groups do you belong to? Why did you choose to join this group? * What groups do you want to belong to? Why? |  |

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| **LEARNING ACTIVITIES** | **TEACHING NOTES** |
| **Lesson 3: What is volunteering?**  Aim:Students will be able to Identify groups in the local community and will explore their purpose. (VCCCC006)  There are a number of excellent books that explore the concept of children volunteering. In the resources section there is a small selection of books on volunteering for a range of learning abilities that could be read to the class or used in literacy rotations. These books were selected for a range of reading ages.  The following activities are adapted from **Resource 3:** Discuss the kinds of activities that volunteers undertake and why people volunteer.  Group Activity: Class brainstorm. On post it notes or small pieces of paper write down as many examples of volunteer work at your school /or within your local community. These may include people volunteering within cultural and religious groups.  Examples may include:   * Help with canteen duty * Help with special events * Help students with their reading or mathematics * Join the parents' and friends' committee * Help on excursions * Help on school camps * Organise the Safety House Program * Guide/Scout/Church group leaders * Supporting the elderly * Book Club * Environmental Committee * Church event organisation * Rotary/Interact clubs * Committee members | **Resource 3 -**  Civics and Citizenship Education/[Teaching and Learning Activities for CCE](http://www.civicsandcitizenship.edu.au/cce/teaching_and_learning_activities_for_cce,34745.html)/[Getting Involved: Volunteers at our school](http://www.civicsandcitizenship.edu.au/cce/getting_involved/getting_involved_volunteers_at_our_school_lp,9183.html) <http://www.civicsandcitizenship.edu.au/cce/getting_involved/getting_involved_volunteers_at_our_school,9183.html> lesson plans accessed 6 June 2016 |

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| **LEARNING ACTIVITIES** | **TEACHING NOTES** |
| **Lesson 3: What is volunteering? Continued**  Class/group/individual activity: Create a concept map categorising the different types of groups in our school/ or wider community, Explore the variety of roles people may have in these groups – volunteer, supporter, leader, elder using **Resources 4 and Resource 5.**  Define the concept of volunteering. Ask students to list examples of when they have volunteered. Students explain their examples using 5W’s. | **Resource 4 -**  Civics and Citizenship Education/[Teaching and Learning Activities for CCE](http://www.civicsandcitizenship.edu.au/cce/teaching_and_learning_activities_for_cce,34745.html)/[Getting Involved: Volunteers at our school](http://www.civicsandcitizenship.edu.au/cce/getting_involved/getting_involved_volunteers_at_our_school_lp,9183.html)/Getting Involved: Our valuable volunteer <http://www.civicsandcitizenship.edu.au/cce/default.asp?id=9267> template accessed 30 May 2016  **Resource 5 -**  Difference Differently website, Civic and Citizenship, Modules, Level 3, Differing Stories, <http://www.differencedifferently.edu.au> accessed 30 May 2016 |

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| **LEARNING ACTIVITIES** | **ASSESSMENT TASKS** | **TEACHING NOTES** |
| **Lesson 4:** (VCCCC007)  Prior learning: Students should be able to Identify, describe and use different kinds of question stems to gather information and ideas.  Students discuss the motivations of people who contribute to our communities, including not only local community volunteers, but also leaders and elders  **Introduction:** Watch ABC Behind the News documentary, **Resource 6**  **Class Forums:** Invite people within the local community who have contributed to communities, for example local community volunteers, leaders and elders to speak to the class. Students prepare questions to explore aspects of the volunteer work i.e. motivations, rewards, constructing and using open and closed questions for different purposes  Examples of questions that might be asked:  Why were you interested in this job?  What is the ‘mission’ of the group, organisation or club?  What is your role? What do you do?  How does your organisation help others? How does your organisation create a sense of belonging?  Tell us about what tasks you enjoy most and the least.  What would be your suggestions for anyone who would like to volunteer?  What have you done that has made you proud?  Refer to **Resource 9**: Volunteering Victoria Website has more information for teachers.  **Individual:** Students explain selected ideas or parts of the interview in their own words. Alternatively students could complete a PMI (Plus, Minus, Interesting) about the interview. Group discussion: Discuss the qualities and values of a volunteer (e.g. commitment, giving freely of time, energy, labour, perhaps personal resources). What encourages them to volunteer and what do they achieve? | **Assessment Task 2**:  Students describe how people participate in their community as active citizens/volunteers.   1. Each group constructs a paragraph of 100–150 words about their volunteer/s and the work they do. 2. A proforma. *Our valuable volunteer* is available which can be used to record the details collected by the group. See **Resource 4.** 3. Collate the information from each group, with a photo if possible, and create a class book, eBook or a school Web resource to share with others.   Appendix 2: Tool for developing an Assessment Rubric | **Resource 6 -**  Volunteer Week, [www.abc.net.au/btn/story/s3208633.htm](http://www.abc.net.au/btn/story/s3208633.htm) and use the Worksheet 1 (Behind the News teacher resource, taken from Behind the News website); [www.abc.net.au/btn/resources/teacher/episode/20110510-volunteerweek.pdf](http://www.abc.net.au/btn/resources/teacher/episode/20110510-volunteerweek.pdf) accessed 30 May 2016  **Resource 9 -**  Volunteering Victoria Website <http://volunteeringvictoria.org.au> accessed 30 May 2016 |

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| **LEARNING ACTIVITIES** | **TEACHING NOTES** |
| **Lesson 5** (VCCCC006)(VCCCC007)  **Plan our volunteer week**  **Option: Volunteer Day or Hour** Instead of a week of volunteering a volunteering hour could be incorporated into the school timetable.  Refer to **Resource 7- 9**: Volunteering Victoria Website has more information for teachers.  This activity explores the concept of 'volunteering' in the context of how it benefits members of the school community. Students will discuss the concept of what it means to volunteer, then identify and plan a small one-weeklong volunteering program at the school.  Brainstorm a list of opportunities that students could do in groups or individually to help the school community during the school Volunteer Week.  Forms groups and using the **Appendix 3 Volunteering Checklist** template to plan your Volunteer Week project or use information from **Resource 8:** Children’s BBC: Guides: Voluntary Work  Reflection at the end of Volunteer Week. These questions could be part of a Circle Time discussion (VCICCB006).   * What impact did your Volunteer project have? * What did you enjoy most about volunteering? * What did you find challenging in this project? * What would you do differently next time? * What did you learn from being a volunteer?   Students could write a recount, an article for the school magazine, create a mind map or a collage, take photos, make a video or a whole produce a class display on volunteering for parents. The belonging tree concept could become a Community Volunteer Tree if not used earlier. | **Resource 7 -**  Volunteering Australia [www.volunteeringaustralia.org](http://www.volunteeringaustralia.org)  Practical lessons and resources for teachers from Foundation to Year 10 (pdf format) accessed 30 May 2016  **Resource 8** -  Children’s BBC: Guides: Voluntary Work: <http://news.bbc.co.uk/cbbcnews/hi/newsid_3250000/newsid_3250100/3250193.stm> accessed 30 May 2016  **Resource 9 -**  Volunteering Victoria Website <http://volunteeringvictoria.org.au> accessed 30 May 2016 |

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| **RESOURCES** |
| **Resource 1 -**  Multicultural Australia <http://www.multiculturalaustralia.edu.au> A wide range of classroom materials in many subject areas accessed 30 May 2016  **Resource 2 -**  Difference Differently website, Civic and Citizenship, Modules, Level 3, Differing Stories, <http://www.differencedifferently.edu.au/differing_stories/> accessed 30 May 2016  This resource examines the meaning of identity and how it is shaped. It looks at the many factors that can contribute to being an Australian today.  **Resource 3 -**   * 1. Civics and Citizenship Education/[Teaching and Learning Activities for CCE](http://www.civicsandcitizenship.edu.au/cce/teaching_and_learning_activities_for_cce,34745.html)/[Getting Involved: Volunteers at our school](http://www.civicsandcitizenship.edu.au/cce/getting_involved/getting_involved_volunteers_at_our_school_lp,9183.html) <http://www.civicsandcitizenship.edu.au/cce/getting_involved/getting_involved_volunteers_at_our_school,9183.html> lesson plans accessed 6 June 2016   **Resource 4 -**  Civics and Citizenship Education/[Teaching and Learning Activities for CCE](http://www.civicsandcitizenship.edu.au/cce/teaching_and_learning_activities_for_cce,34745.html)/[Getting Involved: Volunteers at our school](http://www.civicsandcitizenship.edu.au/cce/getting_involved/getting_involved_volunteers_at_our_school_lp,9183.html)/Getting Involved: Our valuable volunteer <http://www.civicsandcitizenship.edu.au/cce/default.asp?id=9267> template accessed 30 May 2016  **Resource 5 -**  Difference Differently website, Civic and Citizenship, Modules, Level 3, Differing Stories, <http://www.differencedifferently.edu.au> accessed 30 May 2016  **Resource 6 -**  Volunteer Week, [www.abc.net.au/btn/story/s3208633.htm](http://www.abc.net.au/btn/story/s3208633.htm) and use the Worksheet 1 (Behind the News teacher resource, taken from Behind the News website); [www.abc.net.au/btn/resources/teacher/episode/20110510-volunteerweek.pdf](http://www.abc.net.au/btn/resources/teacher/episode/20110510-volunteerweek.pdf) accessed 30 May 2016  **Resource 7 -**  Volunteering Australia [www.volunteeringaustralia.org](http://www.volunteeringaustralia.org)  Practical lessons and resources for teachers from Foundation to Year 10 (pdf format) accessed 30 May 2016  **Resource 8** -  Children’s BBC: Guides: Voluntary Work: <http://news.bbc.co.uk/cbbcnews/hi/newsid_3250000/newsid_3250100/3250193.stm> accessed 30 May 2016  **Resource 9 -**  Volunteering Victoria Website <http://volunteeringvictoria.org.au> accessed 30 May 2016 |

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| **BOOK SUGGESTIONS** |
| **Teachers should exercise appropriate judgment when selecting texts.**    **Books on belonging and identity**  Choi, Y. (2001). [*The Name Jar.*](http://www.amazon.com/gp/product/0440417996/ref=as_li_tl?ie=UTF8&camp=1789&creative=390957&creativeASIN=0440417996&linkCode=as2&tag=kidworcit-20&linkId=IWTG4F2R7CUCONUP)Knopf: New York. About a girl from Korea who tries to be accepted by allowing her classmates to choose a name for her.  William, K.L.,(2009) [*My Name is Sangoel*,](http://www.amazon.com/gp/product/0802853072/ref=as_li_tl?ie=UTF8&camp=1789&creative=390957&creativeASIN=0802853072&linkCode=as2&tag=kidworcit-20&linkId=WQ2HEQ432225WWTN) Grand Rapids, Mich: Eerdmans Books for Young Readers About the challenges of maintaining identity in a new culture  Bunting, E. (2006). [*One Green Apple*. Clarion Books: New York.](http://www.amazon.com/gp/product/0618434771/ref=as_li_tl?ie=UTF8&camp=1789&creative=390957&creativeASIN=0618434771&linkCode=as2&tag=kidworcit-20&linkId=JJ26AB55FVMNPAP6)  Explores acceptance and assimilation by her classmates of a newly arrived Muslim girl  Cummings, M. (2006). [*Three Names of Me.*](http://www.amazon.com/gp/product/0807579033/ref=as_li_tl?ie=UTF8&camp=1789&creative=390957&creativeASIN=0807579033&linkCode=as2&tag=kidworcit-20&linkId=FNR2HP3EPQXQYHRF) Morton Grove, Ill: Albert Whitman and Co. The story of the name changes that occur as Wang Bin is adopted from China and encompasses the different components of her identity.  Tan, S. (2006). *The Arrival.* Sydney: Lothian Books. A graphic novel that depicts a migrant’s journey, alienation and isolation.  Wild, M. (2000). *The Fox.* St Leonards, N.S.W.: Allen & Unwin. The friendship of Dog and Magpie is tested when Fox comes into the bush exploring relationships and belonging in relation to ownership.  **Books on volunteering**  Speck hart, D. (2009). *The Littlest Volunteers*. NJ: The Junior League of the Oranges and Short Hills, Inc. (JLOSH). For younger students a book with animal characters that explores how volunteering helps the community.  Ancona, G. (2015). *Can We Help? Kids Volunteering to Help Their Communities*. Mass; Candlewick Press. Photographic images supplement the simple text showing children helping in various ways.  Williams, L. E. (2010). *The Can Man*. NY: Lee & Low Books A picture storybook about how collecting cans can make a big difference to one person or many.  Stover, J. (1990). [*If Everybody Did*](http://www.amazon.com/If-Everybody-Did-Ann-Stover/dp/0890844879/ref=pd_sim_b_21?ie=UTF8&refRID=14GCP5KTQM1660WNVZGC). Greenville, SC: BJU Press. Explores the consequences of everyone's actions on the world around them in a humorous way.  We are what we do (Project) & Taylor, Tanis (2010). *31 ways to change the world: by 4,386 children, we are what we do and you!* Newtown, N.S.W: Walker Books. Thirty-one fun and simple ways to get started with simple ideas for younger students  Sunder, G. (2006). [Kids, Real Stories, Real Change: Courageous Actions Around the World](http://www.bookdepository.com/Real-Kids-Real-Stories-Real-Change-Garth-Sundem/9781575423500?utm_source=SV-Body&utm_medium=email-Service&utm_term=Real-Kids-Real-Stories-Real-Change_title&utm_content=order-details&utm_campaign=Order-confirmation), MN: Free Spirit Publishing. A book for older students that explains how children have made a difference to their communities in small and big ways.  ***Teachers may choose any books to explore the concepts of belonging and identity and volunteering.*** |

**Connections Template**

Explore the Belonging Tree and find 3 people who have a connection with you. Draw yourself in the middle circle and in the other three circle. Draw or write at least 2 reasons why a classmate has a connection with you. Explain to the class what you have discovered.

* I connected with……. because….
* We both enjoy…...
* The reason we joined…..
* Exploring (activity) is…..

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| **Student self-reflection** | **5** | **4** | **3** | **2** | **1** | **0** |
| I can make connections to some of the people, events, and ideas in the belonging tree. |  |  |  |  |  |  |
| I can examine, and list the similarities between some groups |  |  |  |  |  |  |
| I can present 3 statements that explain to the class the connections between myself and another student. |  |  |  |  |  |  |
| I can list some traditions of my group |  |  |  |  |  |  |

**Developing an Assessment Rubric**

**I belong and I can make a difference**

*The following is designed as a tool to develop a rubric for assessment of learning. Teachers develop statements to describe student learning. Teachers may also opt to allot a numerical score to each level or achievement description. Teacher may use this to assess individual students or could be modified so that students could use it to self-assess.*

Group Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Individual Members \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TASK: Choose a volunteer within our school or local community. Together as a team prepare questions to ask the volunteer about their role. Create a brochure or article for the school website or newsletter. It should include:

* a description of the volunteer’s job
* an illustration
* the interview questions and answers
* a reflection by the team about the volunteer’s contribution to their community.

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| **CATEGORY** | ***Teacher generated statements to describe student learning as a rubric*** | | | | ***Achievement standards***  ***Working at Levels 3 - 4***  ***(Extract only)*** | ***Teacher generated statements to describe student learning as they work toward the next Achievement Standard*** | | | ***Achievement standards***  ***Students working at Level 5–6 will be able to:***  ***(extract only)*** |
| **Citizenship & Diversity** | **Low** | **Medium** | **High** | **Very High** | * Describe how people participate in their community as active citizens. * Describe the factors that shape a person’s identity and sense of belonging. | **Extension** | | | * Identify various ways people can participate effectively in groups to achieve shared goals * Explain what it means to be an Australian citizen and how people can participate as global citizens. |
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| **Cultural Diversity** |  |  |  |  | * Compare a range of cultural practices and explain their influence on people’s relationships. * Explain what they have learnt about themselves and others from intercultural experiences. * explain the role of cultural traditions in the development of various identities * Develop critical perspective on and respect for their own and others cultures. |  |  |  | * Demonstrate an understanding how beliefs and practices can be influenced by culture. * Explain how intercultural experiences can influence beliefs and behaviours. * Identify the barriers to and means of reaching understandings within and between culturally diverse groups. * Identify ways in which effective engagement with those groups is promoted or inhibited. |

VOLUNTEERING CHECKLIST

**Level 3 – 4: Our Volunteer Week**

Group Name

Members

Project

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| Getting started | What is your project?  What do you want to achieve? |  |
| What resources will you need for this project? | * equipment * materials for posters, advertising * photocopying * funds * a collection point * parent or teacher support |  |
| Location | Where? |  |
| Time commitment | How many hours?  In class time?  At lunchtime?  After school?  On weekends? |  |
| Duration | How long will the project continue? |  |
| Allocation of roles to team members | These could include:  Leader, Timekeeper, Opinion Seeker, Information Seeker, Summariser, Presenter, Recorder, Motivator, Peacemaker, Organizer, Creativity specialist, Technology specialist, Checker. |  |
| Materials/  Resources |  |  |
| Permission to begin | Checked by  *Teacher, Coordinator, Principal*  Date |  |