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At the Museum of Australian Democracy at Eureka (M.A.D.E) we teach that fairness, justice, equal access and the protection of freedoms are essential for maintaining a healthy democracy. We encourage active citizenship and demonstrate to students that people participate in democracy in a variety of ways.

This Learning and Teaching resource, designed in partnership with the Centre for Social Impact at Swinburne University and the Ruffin-Falkiner Foundation, shows how giving can be an important action for those wanting to create a more equal society. It asks students to consider which groups have less access to rights and public services than others, and provides examples of what communities do to help.

The resource consists of worksheets, activities and digital materials, that can be used together as a whole unit, or separately as individual work tasks.

1. ‘A System of Fairness’ Worksheet.
   This worksheet provides a general introduction to the topics of democracy, fairness and equality.

2. 5x ‘Giving It’ Case-Studies.
   Investigating the social needs of migrants, senior citizens, people living in remote communities, the homeless and the long-term ill, these discussion starters can be distributed to groups within the class, with the information being later shared during student presentations.

   An interactive online tool, the Giving Wheel invites students to complete some research to find out about the different ways that people give.

4. Got/Lost game cards.
   Individually, in partners, groups or as a whole class, this game can be played to show students how societies resources can be used to lessen the suffering of others.

5. Everyday Actions cards + comics
   This collection of giving scenarios can be used for a number of different activities and are designed to help students learn about

6. Giving It database
   To find out more about different foundations and charitable organisations, students can use this searchable collection of listings.

7. ‘Groups that Give’ assignment proforma
   A ready-made assignment template that asks students to focus on a specific charitable organisation or group.
Australian Curriculum Alignment
Level 5

Students arrive at their studies of democracy, civics and citizenship and giving, from a broad range of backgrounds and with considerable prior knowledge based on their own experience. They are citizens themselves and witness much of the activity of politics, governments, laws, equal opportunity and civil rights in their daily lives. They are participants in our system of freedom and fairness, and are familiar with decision-making processes.

With this in mind, the Giving It Learning and Teaching Resource have been written to encourage inquiry and conversation within classes. They aim to draw out student opinion and debate, and with combined with student research, observations of news and current media and class discussion, can help teachers deliver the following parts of the Australian Curriculum.

<table>
<thead>
<tr>
<th>Humanities and Social Sciences</th>
<th>(ACHCK022) The key values that underpin Australia’s democratic system of government.</th>
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</thead>
<tbody>
<tr>
<td>Civics and Citizenship</td>
<td>(ACHCK027) Why people work in groups to achieve their aims, and how they can express their shared beliefs and values and exercise influence.</td>
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<tr>
<td>(ACHCS032) Work in groups to identify issues and develop possible solutions and a plan for action using decision making processes.</td>
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<td>(ACHCS034) Reflect on personal roles and actions as a citizen in the school and in the community.</td>
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<tr>
<td>Economics and Business</td>
<td>(ACHES004) Develop questions to guide an investigation of an economic or business issue or event, and gather data and information from observation, print and online sources.</td>
</tr>
<tr>
<td>(ACHES006) Identify alternative responses to an issue or event, and consider the advantages and disadvantages of preferring one to others.</td>
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General Capabilities

- Ethical understanding.
- Personal and social capability.
- Critical and creative thinking.
A SYSTEM OF FAIRNESS

In Australia we have a democracy. A democracy is a form of government where the citizens help to create laws and elect leaders. One of the important values in a democracy is that everyone has the opportunity to have a say. Another is that the all citizens are represented fairly.

Plenty of people work at looking after our democracy. They try to stop anyone from taking an unfair advantage and make sure that everyone can participate in the decisions that affect society.

Q1 What method do we use to elect our leaders?

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Q2 What do you think our leaders make decisions about?

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________________________________________________________________________
How might someone take an unfair advantage in a decision-making process?

What might be the result if some people had more of a say than others in our society?

Do you know of any groups that are disadvantaged and are asking to be treated more fairly?
Haircuts for the Homeless

A New York City hairdresser has come up with a clever way to help the less fortunate. He gives them haircuts! During the week he works in an upmarket salon but on weekends, he takes his equipment to the streets and gives haircuts to homeless people for free.

Q1 How do most people feel after being at the hairdresser?

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________________________________________________________________________

________________________________________________________________________

Q2 How do haircuts help people participate in society?

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Q3 What does it cost the hairdresser to give the haircuts?

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Q4 Does the hairdresser gain anything by giving the haircuts?

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________________________________________________________________________
Remote Reading

In Australia, some people live in remote communities, very far away from bookstores and public libraries. To make sure that they can still learn the skill of reading, people have been raising money to buy and send special book packs to the communities. The books are used in the local kindergartens, schools and health centres to teach children how to read.

Q1 How do people usually feel after learning a new skill?

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Q2 How does the skill of reading help people participate in society?

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Q3 What costs might come with the Remote Reading program?

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Q4 What do people gain by helping with the books?

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Learning the Laws

For people arriving in a new country it can be difficult to know how to fill out all the complicated forms for taxes, getting a license, setting up an account or starting school. Migrant Assistance Centres help non-English speaking Australians learn about our laws and systems.

Q1 How do people usually feel when they are in a strange place?

Q2 How does an understanding of the law help people participate in society?

Q3 What would be the costs of teaching new migrants the country’s laws?

Q4 What do the people in the Assistance Centres gain by helping the new migrants?
Pets for Patients

People can feel quite isolated if they are stuck in hospital for a long time. The treatments can be exhausting and it's not much fun for them to be away from home and away from their friends. Some generous people give the patients a bit of a cheer up by visiting the hospital with some well trained pets.

Q1 Why do people like having pets?

Q2 How might the pet visits help the hospital patients participate in society?

Q3 What costs might come with having pets visit the hospital?

Q4 What do people who own the pets gain by bringing them to see the patients?
Social Seniors

After a lifetime of going to school, working every day and being busy with their families, retirement can be a lonely time for Senior Citizens. To make sure that they can stay active and have plenty of people to talk to, different clubs and organisations provide free activities for people who are over 60 years. Seniors can exercise together, go on tours, discuss art and books or learn new skills.

Q1 How do people usually feel if they can spend time with friends?

Q2 How do free activities help people participate in society?

Q3 What costs might come with running activities for Senior Citizens?

Q4 What do people gain by helping Senior Citizens?
The Giving Wheel

What Do People Give?

TIME  MONEY
SUPPORT  FAME
ENERGY  SKILL
OBJECT  KNOWLEDGE
The Giving Wheel

Q1 Which of the Giving Wheel actions have you seen being performed?

☐ Giving an object  ☐ Giving energy  ☐ Giving support  ☐ Giving time

☐ Giving money  ☐ Giving fame  ☐ Giving skill  ☐ Giving knowledge

Q2 Can you explain where you have seen one of the actions being performed?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Q3 Do you know which group or cause the action was trying to assist?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Q4 Which of the Giving Wheel actions do you think is the easiest to give?

________________________________________________________________________________________

________________________________________________________________________________________

Q5 Which of the Giving Wheel actions do you think is the hardest to give?

________________________________________________________________________________________
The Giving Wheel

Q1 Which of the Giving Wheel actions have you seen being performed?

☐ Giving an object  ☑ Giving energy  ☐ Giving support  ☑ Giving time

☐ Giving money  ☐ Giving fame  ☐ Giving skill  ☐ Giving knowledge

Q2 Can you explain where you have seen one of the actions being performed?

People were standing on the road at the traffic lights near the shops with signs and tins

Q3 Do you know which group or cause the action was trying to assist?

I think it was money for sick children in hospital

Q4 Which of the Giving Wheel actions do you think is the easiest to give?

Time. I think that is pretty easy to give.

Q5 Which of the Giving Wheel actions do you think is the hardest to give?

Object. If I had to give away my toys that would be pretty hard for me.

Got/Lost Cards

A collection of cards, half that show situations of people in need and half that show opportunities where giving can help to ease those needs.

Cut out the templates to create a complete deck. Students can play the game individually, cancelling each ‘What have you lost?’ card with a corresponding ‘What have you got?’ card.

In partners or groups, students can have their allocated ‘lost’ cards cancelled by another student who gives them a suitable ‘got’ card.

As a whole class, students can carry a single card and search for the partner who can give them an appropriate ‘Got’ card or look for someone to give theirs to.
A MAP
HUGS
PLENTY OF PILLOWS
FIX-IT SKILLS
YOUR WAY BACK HOME
FEELING LOVED
A GOOD NIGHT’S SLEEP
THE ROOF OF YOUR HOUSE
THE ABILITY TO CALM PEOPLE

A TORCH AND CANDLES

HEALTHY BLOOD

HOSE AND BUCKET

CONTROL OF YOUR EMOTIONS

ELECTRICITY

ABILITY TO FIGHT DISEASE

A WAY TO FIGHT FIRE
EVERYDAY ACTIONS

These ‘Everyday Action’ cards can be used in a variety of ways to show students the different ways people in the community help one another.


Students can analyse the different cards and decide what it is the group or person has given to another.

The task can be completed via class discussion; individually where students cut and paste the cards into columns in their workbooks or as an activity where the whole class walks around the room and attaches their cards to category posters or designated sections of the board.

2. The Domino Effect

Ask students to consider the way that one everyday action can cause a chain reaction of impact further along down the line.

eg. Card No. 7.
Matthew’s instructions help his uncle create a poster > lots of people at the golf club find out about the event and buy raffle tickets > the raffle winner is happy but doesn’t need all of their prize so gives some to the local hospital > the sick patients enjoy using the items > the money raised from the raffle is given to medical research > doctors find a cure for a disease > lots of people are saved > their families are happy because they have survived.

Students can select a card and create an example of their own.

3. Emotion Mapping

Ask students to consider the emotions felt by the different people described in the Everyday Action cards.

eg. Card No 1.
Jasmine is bored, then she is busy. Maybe she is nervous about meeting the senior citizens, then she feels welcomed. Jasmine is proud of her piano playing and the people in the nursing home are happy to see her.

Students can select a card and create an example of their own.

To extend the activity, have students illustrate the cards using the Giving It comic pages as inspiration.

4. Action in the real-world

Organise a brainstorm with the class where they offer real-life examples of people having performed the types of Everyday Actions suggested by the cards.

Students can use the Giving It database to perform further research about which groups of people are involved in this type of giving.

Their findings can be recorded on the Giving It Assignment proforma.
Jasmine gets bored after school but instead of sitting around at home, she goes to play the piano for the people at her grandmother’s nursing home.

Tran was watching TV and he saw a commercial about racism in sport. He made a promise to himself that next time he heard anything racist on the field he would report it.

The Chalmers Family do an annual clean out of all their cupboards. They take the items they no longer need to the local charity store.

Elias uses one weekend out of every year to stand at a roadside intersection. He shakes a can to collect money as part of the official campaign for a well-known cancer research organisation.

Every year the Children’s Hospital collects money to help sick kids. Mandy gives them a regular donation of $400.

Grade 5H wanted to do something to help the environment so they volunteered 20 minutes of every lunchtime to clean litter from the yard.

Matthew’s uncle is in charge of the charity raffle at his golf club. He wants to make a promotional poster for the event but doesn’t know how. Matthew wrote a list of instructions for him to follow.

M.C Cool Jay is No. 1 on the Hip Hop charts. In between concerts and TV appearances, he does photo shoots for a ‘youth depression awareness’ campaign.

An Australian soft drink company decided to give $1 million dollars to a clean drinking-water project.

Ajak and Meshelle noticed that not all the kids at their school had people to play with at lunchtime so they started a friendship club in the library.

Mr. Benson doesn’t like carrying change in his pockets. Whenever he sees a musician playing in the street, he drops coins in front of them.

Simon, his sister, and their Dad enjoyed joining the rest of the community for a Fun Run and BBQ. The event earned $30,000 for the air ambulance service.

Kyle and Chloe have a sponsor child in another country. They send monthly donations, birthday cards and letters to the child, and hope she will grow up to have a bright future.

Berrigan didn’t like some of the mean things he saw people doing around school, so he asked his teachers if he could speak at assembly to tell people to stop the bullying.

Daniel is homeless. He can’t help people with money but when friends come to tell him about their problems, he always listens patiently and reminds them to stay positive.

When she’s at the supermarket, Tamara’s Mum always chooses the breakfast cereal that has ‘fair trade’ ingredients.

One of James’ friends didn’t have as many trading cards as all the other kids at school, so James gave half of his cards to his friend.

Every weekend Brian goes down to the Country Fire Authority (CFA) shed. With the rest of the volunteer crew he cleans and drives the fire truck and practices his firefighting skills.

Rosalina, the most well-known supermodel in the world just shot a new commercial asking people to slow down on the roads.

Tony was too busy to organise the community fete this year but he passed on the details of another friend who he knew would be able to help.
A GROUP THAT GIVES

by

Write down the name of a group or person who gives.

Who is helped by this group or person’s giving?

What does this group or person do to help others?

Does this group or person give their

<table>
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<tr>
<th>Time</th>
<th>Money</th>
<th>Skills</th>
<th>Knowledge</th>
<th>Fame</th>
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What might be some of the difficulties faced by the group or person doing the giving?

Why might the person or group continue to give, even though it may be difficult?

Teacher comments:
A GROUP THAT GIVES
by
Samantha Taylor 5S

Write down the name of a group or person who gives.

FRED HOLLOWS FOUNDATION

Who is helped by this group or person's giving?

Mostly they help people in poor countries who are blind or have other problems with their eyes.

What does this group or person do to help others?

They do operations on people's eyes so they can see again and they also give people medicine to protect their eyes.

In Australia they help Aborigines so they can have medical centers.

They raise money from people to pay for the eye medicine.

Does this group or person give their

- Time: Yes
- Money: No
- Skills: Yes
- Knowledge: Yes
- Fame: No
- Energy: Yes

to help others?
What might be some of the difficulties faced by the group or person doing the giving?

I think it would be difficult to see all the poor people with damaged eyes all the time because it would make you feel very sad to always be around their suffering.

I think it would be difficult also to collect enough money because people don’t like to give their money, they just like to keep it.

Why might the person or group continue to give, even though it may be difficult?

Probably because they wouldn’t be able to live with themselves if they just gave up on helping all those poor people and also because you should never give up when you are trying to do something.

Teacher comments:

Good work, Samantha. You have put a lot of thought into your assignment and I can see that you examined the Fred Hollows Foundation website in great detail. A few spelling errors that we will look at on next week’s list.