GIVING IT
A Learning and Teaching Resource
(Secondary School Edition)

Proudly brought to you by

in partnership with

with the support of
TEACHING NOTES

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. ‘Civic Responsibility’ Worksheet.
   This worksheet asks students to consider the responsibilities they have towards people in the wider community. It provides written exercises for classroom use and instructions for a task requiring an extended response.

2. ‘The Australian Justice System’ Worksheet.
   Examining key features of the Australian Justice System such as ‘rule of law’, ‘separation of powers’, and ‘right of appeal’, this worksheets shows students how democratic values underpin our legal system and how the legal system in turn, monitors our democracy.

3a. ‘What To Do With $100?’ Worksheet
   An assignment task with eight steps that is designed to be completed by students working together in small groups.

3b. Giving It Questionnaire
   Twelve questions to make students consider their personal values about giving and various social justice issues. The questionnaire can be used independently or as part or the assignment described in worksheet 3a.

3c. Giving It Research Template
   A printable research template to guide students through their exploration of a particular charitable organisation.

4. ‘Philanthropy Finder’ Worksheet
   An outside-of-school research task to encourage students to identify the real-world efforts and techniques used by charitable organisations.

5. ‘Video Dictionary’ Worksheet
   A series of questions to support student’s understanding of the Giving It online video dictionary files. These explore various philanthropy related themes and terminology.

6. 6x ‘Giving It’ Video Profile Worksheets
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>Civics and Citizenship</th>
<th>Economics and Business</th>
<th>General Capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>(ACHCS089) Reflect on their role as a citizen in Australian, regional and global contexts.</td>
<td>(ACHCK079) How and why groups, including religious groups, participate in civic life.</td>
<td>(ACHEK042) The roles and responsibilities of participants in the changing Australian or global workplace.</td>
<td>Ethical understanding.</td>
</tr>
<tr>
<td>(ACHCS088) Present evidence-based civics and citizenship arguments using subject-specific language.</td>
<td>(ACHCS087) Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action</td>
<td>(ACHES046) Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action.</td>
<td>Personal and social capability.</td>
</tr>
<tr>
<td></td>
<td>(ACHCK077) The key features of Australia’s court system, including jurisdictions and how courts apply and interpret the law, resolve disputes, and make law through judgments.</td>
<td></td>
<td>Critical and creative thinking.</td>
</tr>
</tbody>
</table>
Civic Responsibility

Beyond our own personal lives and the lives we share with our families, each of us participates in life as part of a wider community. We share spaces and interact with other people constantly. When we do, we use a set of common behaviours to help us function as a peaceful society.

Systems of conduct like manners and basic courtesies are used to manage some of the exchanges we have with other people. We also obey a more official set of rights and responsibilities, which are connected with our citizenship, and which reflect Australia's democratic values.

Categorise the following as being either a civic duty, social expectation, or common courtesy:

- Serve on a jury when summoned
- Be honest in your financial dealings
- Provide information if you’ve witnessed a crime
- Wait patiently in line to pay for groceries
- Speak quietly in a movie theatre
- Say ‘thank you’ when somebody gives you something
- Alert a person who has dropped their wallet
- Applaud after watching a presentation
- Help or call for assistance if you discover an emergency
- Cover your mouth while sneezing
- Attend your cousin’s wedding
- Uphold democratic values
- Pay tax
- Move aside for people trying to pass you on the footpath
- Donate items for disaster relief
- Clean up after you pet
- Obey laws
- Return a missed call from your friend
- Leave some dessert for your siblings

Looking back at the way you have categorised the list above, what could you say is the difference between a social expectation or common courtesy and a civic duty?

In Australia, there can be certain penalties for not fulfilling a civic duty. Visit www.aec.vic.gov and explain what happens if an eligible Australian citizen does not vote.

Particular values form the foundation for our democratic, civic responsibilities. Where do you think those values originated?

Web-based task

- Visit the Australian Citizenship website www.citizenship.gov.au
- Familiarise yourself with the basic content of the site
- Write 3x questions about Australian Citizenship for another member of your class.
- Submit your questions, and receive 3x in return that you’ll research and answer.
Along with civic responsibilities, we also enjoy certain civil rights. We have the right to vote, the right to a fair trial, the right to apply for a passport, to leave and re-enter the country. We also have freedom of speech, the right to express our own opinions, and the right to assemble or associate freely without discrimination.

Australian civil rights empower the population with ways to participate in our democratic system of government. The rights protect peoples’ freedoms and equip citizens with tools they can use to bring about change.

For example, a government decision to close a particular train line might disrupt a regional community’s access to an important public health facility. Those affected might exercise their right to express their opinion by petitioning Members of Parliament, campaigning in the media, rallying or protesting against the closure.

Whether or not they succeed in saving the railway will depend on a number of factors but civil rights have allowed them at least, to raise their concerns before the public.

In a similar way, giving can be seen to share these democratic and civil values. People give to achieve a greater sense of equality among citizens. They give to support certain causes or issues and give as a way of having their voices and opinions heard.

Choose one of the following statements.

- Helping those in need is the responsibility of governments, not individual citizens.
- All Australian citizens should have free access to education; kindergarten, primary, secondary and university included.
- Wealthy people have a higher civic responsibility to give than lower income earners.
- There are certain situations where people don’t deserve help because their suffering is a result of their own actions.
- People use giving to show off about how generous they are, not because they actually care about other citizens.
- Democracies create inequality because they operate under a system where the ‘majority rules’.

Discuss and debate the ideas that have been presented. Share any current-day examples that relate to the content of the text. Decide whether there is any circumstance under which somebody’s civil rights should be reduced.
The Australian Justice System

The justice system is an important part of Australia’s democracy. It is made up of a number of courts including the High Court, the Federal Court, Family Court, Supreme Courts and Magistrates Courts.

One of the functions of the Australian justice system is to ensure the actions of the parliament are legal. It also administers the laws that guarantee each of us meets our civic responsibilities and protects the civic rights of people appearing before the courts.

Consider the following features of the Australian justice system and explain how each prevents an individual or particular group of people taking power away from the democratic majority.

1. **Rule of law**
   ‘Rule of law’ is a fundamental principle, embedded in our country’s Constitution which determines the actions of our leaders and citizens. Individual government’s cannot override what appears as a supreme law without first having a bill approved by the parliament, having the Governor-General order a writ, and by gaining a successful result in a referendum – a type of national vote on a particular issue.

2. **Separation of powers**
   In Australia, governments are organised into three distinct branches, the legislature, which makes and changes laws; the executive, which puts the laws into action through its various departments; and the judiciary, which is entrusted with applying and interpreting the laws.

   The branches operate almost completely separately from one another. This is to minimise the amount of interference or influence each branch can have on another. For example, a Prime Minister cannot order a judge to make a particular court decision. Also, a judge cannot make a political party enact a new law.

3. **Equality before the law**
   No matter what race, income level, gender, marital status, etc, of people appearing before the courts, in Australia we believe that all citizens should receive equality before the law. This means that the same processes and systems should be followed for each person without variation.

4. **Right of appeal**
   In Australia, when a person believes him or herself to be wrongly convicted in a criminal court or unfairly judged during civil proceedings, they are given the right to appeal the decision. This means they can ask a higher court to examine their case and determine whether any unlawful actions had been taken during the previous trial.
The Australian justice system has inbuilt mechanisms to make sure anyone appearing before the courts is given a fair trial, but like any large-scale operation there is always room for improvement and a need to constantly monitor and adjust particular aspects of the system.

For example, in 1992 the High Court of Australia considered a case (Dietrich vs The Queen) where the defendant, unable to afford legal fees, could have received less than equal rights. The Court decided that although Australians have no explicit right to legal representation at the public expense, access to legal representation is a component of a fair trial and so, set out an approach that would allow judges in future cases to postpone trials until after a financially insecure defendant could manage to find representation.

In another way, giving seeks to assist extremely low income earning or other marginalised groups to have their full story heard before the courts. Monetary amounts and volunteer hours are donated to makes sure that people are unaware of their rights, have access to interpreters or are able to pay for case specialists.

**Community Legal Centres**

Community Legal Centres provide free assistance to people who couldn’t otherwise afford representation and legal advice.

The centres, which operate as not-for-profit businesses, can apply for government funding but are not government service themselves. Instead, they exist because alongside paid staff, volunteers lawyers, paralegals, law students, social workers and people in supporting roles, give their time and expertise to work on a range of cases.

Community Legal Centre employees complete unpaid work on client based legal issues, law reform projects, community education, and police and prison monitoring also.

Select one of the following legal clients and answer the questions below.

- A 28 year old mother of three, seeking protection from her abusive husband.
- A 32 year old former drug-addict who lost his job after an employer found about his past history.
- A 60 year old environmental activist who was present at the time some logging equipment was damaged by protestors.
- A 41 year old non-English speaking refugee with overdue immigration papers.

**Q1** Why might that person be appearing in court?

**Q2** Why might they not be able to find / afford legal representation apart from at the Community Legal Centre?

**Q3** How does giving them legal assistance help to create a more equal society?

**Q4** What would be the impact on society if that person wasn’t given any legal aid?

**Q5** Why might a lawyer choose to give up their time for that person?

**Q6** How will the gift of legal assistance help that person to contribute to society in the
What could you do with $100?

Here’s $100. Well, not really but imagine if you were given $100, on the condition that you spent it charitably. Who would you give it to?

Why would that particular group or organisation be the recipient of your giving?

What impact would your money have?

1. **Questionnaire**
   
   Complete the *Giving It Questionnaire* to better understand your personal values and motivations towards giving.

2. **Conversation**
   
   Compare your responses with other members of your group.

   Were there points that you agreed/disagreed on?

   What can you learn from other people’s ideas?

3. **Define**
   
   With your group, decide upon a top three criteria for giving.

   What are the ‘must have’ elements a chosen charity or foundation should display before you will donate to them?

4. **Brainstorm**
   
   Create a list of all the foundations and charitable organisations that you know. If you get stuck, log-on to the *Giving It Database* for more ideas.

5. **Select**
   
   Use the *Giving It Research Template* to investigate 5x charitable organisations in detail. Evaluate them against your top three criteria and make a final decision about which organisation will receive your group’s donation.

6. **Summarise**
   
   In the style of a TV commercial, prepare a 60 second pitch for your cause. Remember, charities compete in a crowded market.

   How can you make sure the one you’ve chosen to support gets even more funds?

7. **Convince**
   
   Listen as each group in your class presents their pitch. Have you changed your mind about where you want your money to go? When it’s your turn, try your best to get others to see your point of view.

8. **Vote**
   
   Organise a class ballot and count the votes to see which of the foundations or charitable causes has attracted the highest level of giving. Use a preferential voting system to arrive at an absolute majority. Discuss the results.
1. If I were making a donation, the most important thing to me would be ...
- It helps someone I know personally.
- The organization I am donating to has a good reputation.
- It is for a cause I’m very passionate about.
- I get a tax deduction.

2. If I were making a donation, in return I would want ....
- A sticker or badge to show that I’ve given.
- A sponsors pack with brochures, a t-shirt, drink bottle, stuffed toy etc.
- Nothing. I would prefer that the charity spends all they collect on their cause.
- My name listed on a board or webpage.

3. When I donate, I would ultimately want my money to be spent on ...
- A structured program with long-term benefits.
- Physical objects like food and shelter for people in need.
- Campaigns that raise awareness about important issues.
- Micro-loans that help people in need to create their own small business.

4. The type of fundraising activity that appeals to me the most is ....
- An event like a sponsored morning tea or gala dinner.
- Donation tins kept on the counter at a store.
- A fun-run or head shaving activity where you have to do something to earn the money.
- A door-knock appeal on a particular weekend.

5. My feelings about giving are ....
- Wishing that I had more to give. I’d help everyone if I could.
- A bit sceptical because there are some problems that will never be solved.
- It’s not something I can do right now because I actually need money for myself.
- There should be more giving in general. Society has become way too selfish.

6. To map the impact of my giving I would like to be able to ...
- Track the total donations given to that cause on a website.
- Just trust the organisation collecting funds without needing to know where they spent it.
- See some results in pictures or a video that shows what the money did to help.
- See some positive media stories about the changes that have been achieved.

7. When I think about people in need I mostly picture ...
- Starvation in third world countries.
- Medical and health issues.
- Natural disasters and emergency situations.
- Homelessness and poverty.

8. When making a donation, I think people should aim to give ...
- Locally.
- Wherever the worst problems are.
- Internationally.
- At home, within their own families first.

9. I would never give money to ...
- Someone who bothered me by door knocking or calling me at home.
- A random beggar in the street.
- Coin collectors at the traffic lights.
- An internet based organisation.

10. The way I feel about most social problems is ...
- There should be taxes that make the rich help the poor.
- Incredibly guilty. I can’t believe how good I have it compared to others.
- It’s the government’s responsibility to manage assistance programs.
- No sympathy. People are responsible for their own lives.

11. When I have donated before, I’ve felt ...
- Not as good as I thought I would.
- Nothing but poorer!
- Really good about myself.
- I haven’t had the opportunity to give.

12. I couldn’t donate to any organisation that ...
- Is highly profitable commercial organisation with a attached charity.
- Campaigns about a controversial political cause.
- Uses animals for medical research.
- Has a religious affiliation.
## Research Template

<table>
<thead>
<tr>
<th>Name of organisation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web address:</td>
</tr>
<tr>
<td>Mission or aim of the organisation:</td>
</tr>
<tr>
<td>What does the organisation do to achieve its aims?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Does the organisation show any evidence of success?</td>
</tr>
<tr>
<td>Does the organisation have sources of finance other than donations?</td>
</tr>
<tr>
<td>Does the organisation fulfill your personal criteria for giving?</td>
</tr>
<tr>
<td>If not, why?</td>
</tr>
</tbody>
</table>
Philanthropy Finder

What are you doing this afternoon? Catching the bus home? Stopping at a shopping mall? Do you have sports practice? Will you be using the internet?

Whatever you’re up to, make it your job to find examples of giving. Maybe it’s a poster for a cause, maybe a collection tin or banner ad.

1 Make a list. Note down the opportunities for giving you saw and where you saw them.

<table>
<thead>
<tr>
<th>I saw...</th>
<th>at/on/near...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donate to foundation</td>
<td>Clothes store. When you buy the enviro bag.</td>
</tr>
<tr>
<td>Money box shaped like a dog.</td>
<td>Supermarket.</td>
</tr>
</tbody>
</table>

2 Take photos of the giving opportunities if appropriate to do so.

- These containers appear at McDonald’s stores to give people a quick and easy way to donate to Ronald McDonald House Charities. The money collected is used to provide accommodation and support to families with seriously ill children.

- Cotton On Foundation water can be purchased at Cotton On Group stores. It empowers youth, mobilises communities and builds futures. 100% of the proceeds go towards Cotton On Foundation’s projects in Southern Uganda.

3 Answer the following questions.

- a. Did you notice any opportunities for giving that you were not aware of already?
- b. Were there any features common to all of the giving opportunities you had listed?
- c. Of all the giving opportunities you listed, which one do you think was the most supported by people?
- d. Why might that have been the giving opportunity that received the most support?
Tom Does Kokoda

1. Explain which democratic values appear in the Tom Does Kokoda video.

   - active citizenship
   - rule of law
   - freedom of speech
   - right to petition
   - access to justice
   - representation within the parliament
   - equal opportunity

2. Visit the Giving Wheel interactive and use the information to describe what the various people in the Tom Does Kokoda video give to his program.

3. Explain why Tom’s journey to Kokoda was important to the people involved. What did they gain by helping him?

4. Choose one figure or statistic mentioned in the Tom Does Kokoda video and explain what information it revealed.

5. Tom’s journey took place outside of Australia. What considerations may have been made to support the charitable needs of the local population?

6. What difficulties might there have been in organising the trip for Tom?

7. Create a flow-chart to demonstrate how Tom’s efforts might change the outcomes for other people. What might they go on to become?
Who Gives A Crap?

1. Explain which democratic values the Who Gives a Crap? organisation upholds by performing its charitable work.

   active citizenship         rule of law          freedom of speech
   right to petition          access to justice
   representation within the parliament  equal opportunity

2. Visit the Giving Wheel interactive and use the information to describe what people in the Who Gives A Crap? video give to the program.

3. Explain why the Who Gives A Crap? program is important to the people involved. What do they gain from performing the charitable work?

4. Choose one figure or statistic mentioned in the Who Gives A Crap? video and explain what information it revealed.

5. Many organisations compete for charitable dollars. How does Who Gives A Crap? position itself so that it doesn’t negatively impact on other charities?

6. What difficulties might there be in running a program such as Who Gives A Crap?

7. Create a flow-chart to demonstrate how the giving of Who Gives A Crap? might change the outcomes for people who receive its services. What might they go on to become?
Fare Share

1. Explain which democratic values Fare Share upholds by performing its charitable work.

- active citizenship
- rule of law
- freedom of speech
- right to petition
- access to justice
- representation within the parliament
- equal opportunity

2. Visit the Giving Wheel interactive and use the information to describe what the various people in the Fare Share video give to the program.

3. Explain why the Fare Share program is important to the people involved. What do they gain from performing the charitable work?

4. Choose one figure or statistic mentioned in the Fare Share video and explain what information it revealed.

5. Many organisations compete for charitable dollars. How does Fare Share position itself so that it doesn’t negatively impact on other charities?

6. What difficulties might there be in running a program such as Fare Share?

7. Create a flow-chart to demonstrate how Fare Share’s giving might change the outcomes for people who receive its services. What might they go on to become?
The Big Green Chair

1. Explain which democratic values the artist from The Big Green Chair upholds by performing her charitable work.

- active citizenship
- rule of law
- freedom of speech
- right to petition
- access to justice
- representation within the parliament
- equal opportunity

2. Visit the Giving Wheel interactive and use the information to describe what the artist from the Big Green Chair video gives through her project.

3. Explain why the Big Green Chair project is important to the artist involved. What does she gain by performing the charitable work?

4. Choose one figure or statistic mentioned in the Big Green Chair video and explain what information it revealed.

5. Many organisations compete for charitable dollars. How does the Big Green Chair position itself so that it doesn’t negatively impact on other charities?

6. What difficulties might there be in running a program such as The Big Green Chair?

7. Create a flow-chart to demonstrate how the giving seen in the Big Green Chair might change the outcomes for people who receive its services. What might they go on to become?
Kinfolk Cafe

1. Explain which democratic values Kinfolk Cafe upholds by running their business as a social enterprise.

   - active citizenship
   - rule of law
   - freedom of speech
   - right to petition
   - access to justice
   - representation within the parliament
   - equal opportunity

2. Visit the Giving Wheel interactive and use the information to describe what the people involved with Kinfolk Cafe give to the social enterprise.

3. Explain why the Kinfolk Cafe project might be important to the people involved. What do the operators gain by performing their charitable works?

4. Choose one figure or statistic mentioned in the Kinfolk Cafe video and explain what information it revealed.

5. Many organisations compete for charitable dollars. How does Kinfolk Cafe position itself so that it doesn’t negatively impact on other charities?

6. What difficulties might there be in running a program such as Kinfolk Cafe?

7. Create a flow-chart to demonstrate how the giving from Kinfolk Cafe might change the outcomes for people who receive its services. What might they go on to become?
Donkey Wheel House

1. Explain which democratic values Donkey Wheel House upholds by structuring their business the way they have.

   - active citizenship
   - rule of law
   - freedom of speech
   - right to petition
   - access to justice
   - representation within the parliament
   - equal opportunity

2. Visit the Giving Wheel interactive and use the information to describe what the people involved with Donkey Wheel House give to the project.

3. Explain why the Donkey Wheel House project might be important to the people involved. What do the operators gain by structuring their business in this way?

4. Explain the possible benefits for the businesses that rent space at Donkey Wheel House?

5. Many organisations compete for charitable dollars. How does Donkey Wheel House position itself so that it doesn’t negatively impact on other charities?

6. What difficulties might there be in running an enterprise like Donkey Wheel House?

7. Create a flow-chart to demonstrate how the money flow works at Donkey Wheel House. Show their investment, the returns generated and where those funds go afterwards.