

# MAPPING VOLUNTEERING TO CIVICS AND CITIZENSHIP: YEAR 3 — YEAR 10 CURRICULUM

(Note: not all year levels have an appropriate place for volunteering knowledge and learning to be explored).

Year Level	Civics and Citizenship Knowledge and Understanding	Civics and Citizenship Skills	Sample Activity
Year 3	Why people participate within communities and how students can actively participate and contribute (ACHCK003).		Students hear a volunteer from a local organisation talk to them about how and what they fundraise for, and discuss things the students might do to help.
		Pose questions about the society in which they live (ACHCS015).	Students form questions they will put to a volunteer that will help them understand how people in their community participate as volunteers.
		Work in groups to identify issues, possible solutions and a plan for action (ACHCS008).	Students select an appropriate local charity and make cupcakes to sell at school to raise funds for the charity.  Students plan for making and selling the items, and undertake the fund raising activity.
Year 4		Work in groups to identify issues, possible solutions and a plan for action (ACHCS019).	Students look at a local organisation that has volunteers and identify whether it has rules that volunteers must abide by.
		Present ideas and opinions on civics and citizenship topics and issues using civics and citizenship terms (ACHCS020).	Students write a set of rules for such an organisation.
Year 5		Use and evaluate a range of information to develop a point of view (ACHCS030).	Students look at the range of organisations that exist in their local area that use volunteers.  Students determine which of these organisations they would like to volunteer for, and make an argument for that choice.

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Year 5		<p>Why people work in groups to achieve their aims, and how they can express their shared beliefs and values and exercise influence (ACHCK027).</p>	<p>Students consider a local volunteer group that has come together because members shared a world view, such as conservation of the local environment or caring for animals.</p> <p>Explore how the group expresses their shared beliefs and values, and how they exercise influence.</p>
		<p>Reflect on personal roles and actions as a citizen in the school and in the community (ACHCS034).</p>	<p>Students examine the types of volunteers that are evident in the school and the community, and explore why they have chosen to take on their particular role.</p> <p>For example, why has someone decided to volunteer in the canteen instead of as a sports coach?</p>
Year 6		<p>Use and evaluate a range of information to develop a point of view (ACHCS042).</p>	<p>Students examine the roles of government and not for profit organisations in responding to the needs of vulnerable people.</p> <p>Explore the contribution made by volunteers.</p>
		<p>Interact with others with respect, identify different points of view and share personal perspectives and opinions (ACHCS043).</p>	<p>Students explore how volunteers interact with people in need to ensure that all parties are treated with respect.</p>

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<p><b>Year 6</b></p>		<p>Work in groups to identify issues and develop possible solutions and a plan for action using decision making processes (ACHCS044).</p>	<p>Students look at a local organisation that uses volunteers.</p> <p>Explore whether there are rules for how volunteers will interact in their role.</p> <p>Students imagine they are developing a local volunteer project that will use school students to clean up a local park.</p> <p>What rules would they need to write for the volunteers?</p>
	<p>The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHCK039).</p>		<p>Preliminary introduction to the roles Australian volunteers play in responding to humanitarian issues across the world.</p>
		<p>Reflect on personal roles and actions as a citizen in the school and in the community (ACHCS046).</p>	<p>Identify a local person who has volunteered overseas and invite them to speak to the class about their experience.</p>
<p><b>Year 7</b></p>	<p>How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK052).</p>		<p>Students examine how being a volunteer contributes to community cohesion.</p> <p>Explore one local community activity where volunteers band together for the community's benefit.</p> <p>Describe the benefits and predict what might happen if those efforts were not undertaken.</p>

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Year 7		Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS058).	<p>Look at the constitution of an Australian volunteer group.</p> <p>Examine why it exists and what it intends to do.</p> <p>How does this compare with the purpose and intent of the Australian Constitution?</p>
		Reflect on their role as a citizen in Australia's democracy (ACHCS060).	Explore local opportunities for each student to volunteer and facilitate such action to occur.
Year 8		Identify, gather and sort information and ideas from a range of sources (ACHCS069).	Look at the responsibility of citizens to be informed from the perspective of finding out specific information about an identified global humanitarian issue and the organisations that support it, such as the Hamlin Fistula Foundation or Red Cross.
		Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS070).	
		Reflect on their role as a citizen in Australia's democracy (ACHCS074).	<p>Over the period of a month, students keep a diary of items they find in the media that report on volunteer activity and categorise these according to whether they are local, regional, national or international items.</p> <p>Students should be directed to all media types to gather information.</p>

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<p><b>Year 9</b></p>		<p>Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS083).</p>	<p>Students gather statements from a range of political parties that identify their attitudes and principles in relation to volunteering and supporting people in need within the national and international community.</p> <p>Students use the information gathered to make an argument for or against this statement: Australia needs to do more to support vulnerable people.</p>
		<p>Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS088).</p>	<p>Examine programs where volunteers support students living in remote parts of Australia.</p> <p>What do these volunteers do?</p> <p>What is the role of government in supporting these students?</p>
<p><b>Year 10</b></p>	<p>Australia's roles and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations (ACHCK091).</p>		<p>Include a specific examination of the role volunteers play in these organisations.</p>
		<p>Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS096).</p>	<p>Students gather information about international student volunteering opportunities.</p> <p>Sort the information according to cost involved; local impact; degree of need; and personal interest.</p> <p>Each student should make an argument for their preferred activity using the data collected.</p>

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Year 10		Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS100).	<p>Students list a range of international volunteering options that might be available to them at the end of Year 12.</p> <p>Using the list, students construct and hold a secret ballot to find the most popular option.</p> <p>Students use a range of vote count options (for example 'first past the post' or the preferential system) to determine the final result.</p>
		Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS101).	Conduct a parliamentary debate about whether Australia should support students who are engaging in these activities by paying their airfares to the location of the activity.
		Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS102).	<p>Students write a mock application to take part in an international volunteering activity of their choice.</p> <p>Their application must fit within the application guidelines of their chosen organisation.</p>