

➤ VOLUNTEERING IN GROUPS (4): IT'S ALL FACE VALUE

Target Group: **Year 5**

Australian Curriculum Reference: **Civics and Citizenship**

- + Identify over-generalised statements in relation to civics and citizenship topics and issues (ACHCS029).

LESSON SUMMARY

This lesson builds on students' understanding of volunteering, taking into consideration stereotypes they have encountered in their research. It forms part of a suite of lessons called *Volunteering in Groups*. Students will investigate their own generalisations and stereotypes regarding various volunteer organisations.

At the end of the lesson students will be able to:

- + explain what generalisations and stereotypes are
- + understand that these can be made by the media, themselves or others around them
- + verbally point out the influences that generalisations and stereotypes can have
- + critically review information that uses stereotypes and generalisations.

LESSON CONTENT AND METHODOLOGY

- + Students watch a YouTube video of the Vegemite Australian commercial at: www.bit.ly/1Fk0x7m
- + Teacher leads discussions so that students develop a definition for 'stereotype' and 'generalisation' and are able to explain the difference between the two.
- + Teacher asks the class: *what stereotypes are used in the Vegemite commercial and what generalisations are made in the commercial?*
- + Watch YouTube video of Americans trying Vegemite: www.youtube.com/watch?v=CLW3p9ZDW9s
- + Teacher leads discussions about what generalisations can be made about Vegemite from the video, and asks the class:
 - + Who in the class likes Vegemite?
 - + If you don't like Vegemite, are you an 'Aussie Kid?'
- + Teacher leads class discussion to further understanding about stereotyping. The class will discuss how we can often make generalisations about people from how they look or sound, or from what they wear. Teacher shows a series of images of people and asks students to write down what they think about each person from their appearance. Class discusses their answers.

- + Teacher leads class discussion about boy versus girl generalisations, such as ‘girls cry more’ or ‘boys are sportier’ and asks students these questions.
 - + Are these generalisations fair?
 - + Are they right?
 - + What are the problems with generalisations?
- + Teacher displays the names of six volunteer organisations on the whiteboard and leads discussions about what the students think these organisations do and who is involved with them. Use the following examples.
 - + Meals on Wheels
 - + SES
 - + Local football club
 - + RSL
 - + Conservation volunteers/Greening Australia
 - + Greenpeace
- + Students answer the question: *what do you think you need to look like to work in these organisations?*
Examples of how students might respond include:
 - + SES – strong, male, fit
 - + Meals on Wheels – elderly lady.
- + Students break into groups of four. Each group is assigned one organisation. Students are instructed to search the organisation on the internet, taking care to note the images that are used to promote the organisations’ volunteers and the information about the organisation itself. Students should ask themselves: *is there any requirement to be a particular type of person to be a volunteer in this organisation?*
- + Each group develops a PowerPoint presentation or video that demonstrates their findings. These are then presented to the whole class.

ASSESSMENT

Students are group-assessed against the PowerPoint or video presentation.

RESOURCES

- + Google search for stereotypical images
- + YouTube
- + Vegemite™ Australia commercial: www.bit.ly/1Fk0x7m
- + Americans trying Vegemite™: www.bit.ly/1HdmB15