

Unit 10: FROM LITTLE THINGS BIG THINGS GROW

Year Level: 5/6 VELS Level: 4

Overview

This unit is about activism, and how people or groups can stand up for what they believe in order to bring about change. Students will consider what basic human needs and rights are, and investigate the United Nations declaration of Human Rights. They will identify times in the past and present when people have been denied these rights, and how people or groups have created awareness of this through their words and actions. In particular they will learn about the struggle for rights by Aboriginal and Torres Strait Islander people in Australia. The students will investigate a wide range of people in Australia and globally who have stood up against injustice and made a difference.

Aboriginal Perspectives

- Aboriginal and Torres Strait Islander people have had to fight to have their rights as Australian citizens recognised.
- There are many Aboriginal Australians who have been inspirational and have been instrumental in bringing about change in issues of Aboriginal rights in Australia.
- Land rights, racial discrimination, the right to become a citizen including the right to vote, the stolen generation are all issues where changes have been brought about through activism.

Concepts

Change, justice, activism, power, democracy, rights and perspective

Understandings

- When societies are just, people are more likely to live peacefully and fully participate in life.
- In difficult times and circumstances, people can take action to bring about change.
- Different perspectives on an issue can create unjust outcomes.
- The rights of: freedom of thought, speech and action, enable people to rise above injustices.

Rich Question

Why is it important to stand up for justice? Can people make a difference?

Contributing Questions

- What are the characteristics of a just society?
- What basic human rights are all people entitled to?
- How are people affected when their rights are denied?
- How can people overcome oppression and change an unjust situation?
- What are the characteristics of people who fight for justice?

Background Notes

From the Yarra Healing website: essential learnings.

When developing units of work on this particular topic the following learnings need to be considered:

- Efforts to redress past injustices and to advance the status and cultural integrity of Indigenous people are responsibilities which belong to all Australians.
- Significant advances have been made by Koorie organisations and people seeking to overcome the long history of discrimination and disadvantage in mainstream social, educational and economic structures.
- On every available measure of social and economic disadvantage, Aboriginal and Torres Strait Islander peoples record greater problems and enjoy fewer opportunities than the rest of the Australian population.
- **Employment.** The overall rate of Aboriginal and Torres Strait Islander unemployment is almost two and a half times the national average. Many Aboriginal people employed find themselves in poorly paid, low-skilled and insecure jobs.
- **Education.** The low employment status of Aboriginal and Torres Strait Islander peoples reflects in a large measure poor access to education and training.
- **Health.** Across Australia (WA, NT and SA), in all age groups, Aboriginal and Torres Strait Islander peoples experience mortality rates and premature mortality rates three times that of the total population. In almost all disease categories, the health of Aboriginal and Torres Strait Islander peoples is much worse than that of other Australians.
- **Housing.** It is estimated that one third of Aboriginal families in Australia live in inadequate housing. An acute housing shortage exists for those desirous of having conventional housing and those who have special needs to accord with their traditional social organisation.
- **Law and Justice.** The Royal Commission into Aboriginal Deaths in Custody found that disproportionate numbers of Aboriginal and Torres Strait Islander peoples are held in police and prison custody because of profound underlying socio-economic disadvantage. The rate of Aboriginal and Torres Strait Islander incarceration is more than 25 times the non-indigenous rate.

Resources

Written texts

“Long Walk to Freedom” by Nelson Mandela. Abridged version by Chris Van Wyk, Macmillan, London 2009.

“Indigenous Australia Standing Strong” by Penny Tweedie, Simon and Schuster, 2001. This book celebrates the lives, enterprise, achievements and culture of sixty contemporary Indigenous Australians. They represent all states and territories, and include sports people, artists, academics and many conventional occupations.

Websites

<http://www.ouryoungheroes.org.au/young-heroes#23> this website has profiles of many young Australians approx 18-25 yrs who have made a difference in a particular area.

<http://www.freechild.org/international.htm> includes information on youth human rights projects around the world, and ways young people can get involved.

<http://www.theage.com.au/news/Opinion/How-footy-jumper-became-a-powerful-symbol/2005/03/12/1110567746685.html> Article and photograph of Nicky Winmar and his stand against racism.

http://www.beyondintractability.org/reflections/peacebuilder_profiles/Craig_Kielburger/Craig_Kielburger.jsp?nid=6579 Profile on Craig Kielburger who became an activist at age 12,

striving for child labour to be abolished in Pakistan. Since then his organisation has raised millions of dollars to aid human rights.

<http://www.freethechildren.com/aboutus/history.php> Craig Kielburger's website.

http://www.humanrights.gov.au/info_for_students/index.html Gives students information about what human rights are, and a history of human rights in Australia. Includes a booklet entitled 'Lets Talk About Human Rights' which explains each of the rights and give real life examples from Australia.

<http://www.australianbiography.gov.au/> This site has episodes on Faith Bandler, Neville Bonner, Lowitja O'Donoghue, and Charlie Perkins. Each biography comes complete with a study guide and is made available as a downloadable module.

<http://www.foundationhouse.org.au/home/index.htm> Foundation House is an organisation in Melbourne that supports refugees. They offer a limited guest speaker service.

http://www.nma.gov.au/exhibitions/from_little_things_big_things_grow/ The National Museum in Canberra has an online exhibition about Aboriginal Activism called "From Little things Big Things Grow."

<http://www.yarrahealing.catholic.edu.au/> This website contains a wealth of information about the Kulin Nation. In it's section on Victorian Indigenous organisations there are contact details for Banyip Kidjeka, a workshop on the Stolen Generation with Kutcha and Eva-Jo Edwards.

<http://www.creativespirits.info/> outlines a history of the Aboriginal fight for justice.

<http://www1.aiatsis.gov.au/exhibitions/freedomride/start.htm> an online exhibition about the freedom ride including information about how it started, it's aims, newspaper articles and diary entries. Additional information on the freedom ride can also be found on this website: <http://www.indigenousrights.net.au/section.asp?SID=33>

Audio Visual

<http://news.bbc.co.uk/2/hi/asia-pacific/8194616.stm>

Aung San Suu Kyi is fighting for democracy in Burma and has been under house arrest by the military for more than 20 years, even though she was elected prime minister in an open and free election. A short BBC video clip about Aung San Suu Kyi.

<http://www.abc.net.au/btn/story/s2639913.htm>

BTN story about Tom Woods who is campaigning against cyber bullying.

http://www.lyricsmode.com/lyrics/p/paul_kelly/from_little_things_big_things_grow.html

Lyrics to From Little things Big Things Grow, also includes a video clip of Paul Kelly and Kev Carmody singing the song in concert

You Tube clips- Craig Kielburger 'From Me to We: It Takes a Child'
 Stacey Dooley Kids for Sale

Dancing in the Dust DVD produced by Victorian College of the Arts in conjunction with the Catholic Education Commission of Victoria.

VELS Links

Standards are indicated in italics.

Physical, Personal and Social Learning Strand

PERSONAL LEARNING

Managing personal learning

At Level 4, students develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources. They undertake some set tasks independently, identifying stages for completion. They describe task progress and achievements, suggesting how outcomes may have been improved. They persist when experiencing difficulty with learning tasks. They seek and use learning support when needed from peers, teachers and other adults. They practise positive self talk. They demonstrate a positive attitude to learning within and outside the classroom.

CIVICS AND CITIZENSHIP

Civic knowledge and understanding

At Level 4, students describe the contribution of various cultural groups, including Aboriginal and Torres Strait Islander communities, to Australian identity. They demonstrate understanding of the process of making and changing laws.

Community engagement

At Level 4, students demonstrate understanding of the roles and responsibilities of leaders, and of democratic processes, when engaging in school and community activities. They present a point of view on a significant current issue or issues and include recommendations about the actions that individuals and governments can take to resolve issues. They demonstrate understanding that there are different viewpoints on an issue.

Discipline Based Learning Strand

ENGLISH

Reading

At Level 4, students read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats. They analyse these texts and support interpretations with evidence drawn from the text. They describe how texts are constructed for particular purposes, and identify how sociocultural values, attitudes and beliefs are presented in texts.

Writing

At Level 4, students produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing. They begin to use simple figurative language and visual images.

Speaking and listening

At Level 4, students plan, rehearse and make presentations for different purposes. They sustain a point of view and provide succinct accounts of personal experiences or events. When listening to spoken texts, they identify the main idea and supporting details and summarise them for others. They identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner.

HISTORY

History knowledge and understanding

At Level 4, students demonstrate their knowledge and understanding of significant events in Australian history including Aboriginal and Torres Strait Islander history. They make links and appropriate comparisons with contemporary Australia.

Historical Reasoning and Interpretation

At Level 4, students use a range of primary and secondary sources to investigate the past. With support, they frame research questions and plan their own inquiries. They comprehend and question sources and make judgments about the views being expressed, the completeness of the evidence, and the values represented. They use appropriate historical language and concepts to develop historical explanations. They present their understandings in a range of forms.

Interdisciplinary Strand

INFORMATION COMMUNICATION TECHNOLOGY

ICT for visualising thinking

At Level 4, students apply ICT tools and techniques to represent and explore processes, patterns and cause-and-effect relationships. Students use ICT tools and techniques that support the organisation and analysis of concepts, issues and ideas and that allow relationships to be identified and inferences drawn from them.

ICT for creating

At Level 4, students safely and independently use a range of skills, procedures, equipment and functions to

process different data types and produce accurate and suitably formatted products to suit different purposes and audiences.

ICT for communicating

THINKING PROCESSES

Reasoning, processing and inquiry

At Level 4, students develop their own questions for investigation, collect relevant information from a range of sources and make judgments about its worth. They distinguish between fact and opinion. They use the information they collect to develop concepts, solve problems or inform decision making. They develop reasoned arguments using supporting evidence.

Reflection, evaluation and metacognition

At Level 4, students use a broad range of thinking processes and tools, and reflect on and evaluate their effectiveness. They articulate their thinking processes. They document changes in their ideas and beliefs over time.

Assessment Strategies			
When	What	Why	How
Pre and post assessment. At the start of the unit and the end of the Building stage.	Reflection questions	To identify student's prior knowledge about the topic. To track the development of students' thinking about the topic by comparing pre and post reflections. Civics and Citizenship, thinking Processes.	Students individually reflect and record responses to the following questions. <ul style="list-style-type: none"> • What basic human rights are all people entitled to? • What situations do you know of in the past where people were treated unjustly or denied their rights? • Do you know of people who saw these injustices and did something to change them? Who are they and what did they do? • What do you know about the rights of Aboriginal people in the past and today?
At the end of Investigating stage.	Exhibition	To assess students' knowledge about at least one person who has been involved in fighting for rights. To identify cause and effect of a significant event in history. To assess their ability to plan and manage a multi-step task. Civics and Citizenship, History, Personal Learning	Students conduct an individual investigation of an aspect related to activism and social justice/human rights, and present this as an exhibit in a school exhibition about activism. They will use their visit to the Museum to explore effective ways of exhibiting. They will need to incorporate the use of ICT in some aspect of their exhibit.
During the personalising stage.	Know, Feel, Do, Wonder reflection	To give students the opportunity to reflect on the whole unit from both a knowledge and a personal perspective. Personal Learning, Thinking Processes.	Students individually reflect on the following questions. <ul style="list-style-type: none"> • What have you learned during this unit? • How do you feel about this? • What will you do with this knowledge, how will it affect your actions? • What are you still wondering about?
During the personalising stage.	Who Am I What Do I Stand For?	To identify the aspects of the unit that have had the most powerful impact on the students in a personal sense.	Refer back to the display that commenced at the start of the unit and has continued to be added to throughout the unit. <ul style="list-style-type: none"> • At the end of the unit during the

		Personal Learning, Thinking Processes., Civics and Citizenship.	<p>reflection stage, give all students a clue as to the identity of the silhouette. Give each student an envelope with the clue inside. They all get to open it at the same time. Inside is a photo of themselves. They have to complete the red card to say, Who am <i>I</i>? What do <i>I</i> stand for?</p> <ul style="list-style-type: none"> • Place photos and cards onto the display and add to the exhibition.
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BUILDING

Activities planned during this stage of the unit are designed to build the foundational knowledge and skills the students will need to investigate this topic.

Purpose	Activity	Teacher notes
To identify student's prior knowledge about the topic.	<p>Prior Knowledge Activity- Individual Reflection</p> <ul style="list-style-type: none"> • What basic human rights are all people entitled to? • What situations do you know of in the past where people were treated unjustly or denied their rights? • Do you know of people who saw these injustices and did something to change them? Who are they and what did they do? • What do you know about the rights of Aboriginal people in the past and today? <p>After students have reflected individually brainstorm as a class using 'hot potato' strategy. Place one question on a piece of poster paper. Have students work in groups to record their ideas and responses to the question. After 10 minutes rotate the posters. The new group reads what the previous group has written and adds new ideas. Continue until each group has had the opportunity to respond to each question.</p> <p>Collate as a class. Ask students if there are any things that have been written they disagree with or would like to challenge. Flag or highlight these comments. (If there are misconceptions they haven't flagged, issue a teacher challenge! These ideas that have been questioned will be addressed during the unit.)</p>	Collect students' individual reflection for comparison later on when activity is repeated.
To engage students in the topic and instigate their curiosity.	<p>Who am I? What do I stand for?</p> <ul style="list-style-type: none"> • Create a display of people's faces under this heading. Include pictures of people such as: Nicky Winmar, Vincent Lingarra, Craig Kielburger, Aung San Suu Kyi, Nelson Mandela, Mary MacKillop, Mother Teresa, Jesus, Mick Dodson, Eddie Mabo, Rosa Parks, Chief Sitting Bull, Fred Hollows, Emily Pankhurst, etc. Include a blank silhouette. • Invite students to speculate as to who these people may be. They can make a guess/prediction and write it on a yellow piece of paper along with their own name. When they can bring evidence to prove who it is they can fill in a profile card to place under the person's photo saying who the person is, what they stand for, and the source they used to prove it. • Every few days add a clue under one of the names that may point the students in the right direction. Eg. under Mick Dodson's photo write; "I was a recent recipient of the Australian of the Year". • At the end of the unit during the reflection stage, give 	This activity to be continued throughout the unit.

	<p>all students a clue as to the identity of the silhouette. Give each student an envelope with the clue inside. They all get to open it at the same time. Inside s a photo of themselves. They have to complete the red card to say, Who am <i>I</i>? What do <i>I</i> stand for?</p> <ul style="list-style-type: none"> Place photos and cards onto the display and add to the exhibition. 	
<p>To immerse the students in the topic using multi-media, and raise awareness in the issues to be explored.</p>	<p>What's worth fighting for? Use 2 different mediums for 4 people who have seen an injustice and stood up against it. Nicky Winmar (standing up against racism) <ul style="list-style-type: none"> Photograph (Google images) Newspaper article (available on The Age website) Vincent Lingarra (standing up for Aboriginal rights) <ul style="list-style-type: none"> Photograph (Google images) Song 'From Little Things Big Things Grow' http://www.lyricsmode.com/lyrics/ Craig Kielburger (standing up for Human Rights) <ul style="list-style-type: none"> Video clip (You Tube) Website http://www.freethechildren.com/aboutus/history.php Aung San Suu Kyi (standing up for democratic rights) <ul style="list-style-type: none"> Text or video http://news.bbc.co.uk/2/hi/asia-pacific/8194616.stm Song (You Tube video of U2 announcing her award) <p>Immerse the students in the multi media texts. Use the following strategies to support the students in analysing the texts:</p> <p>When using photographs- Use See, Think Wonder strategy. Do this in small groups then share ideas as a class.</p> <ul style="list-style-type: none"> What can you see in this photo? (Literal interpretation) eg. I see a St Kilda football player. What does it make you think about? (Inferring) eg. I think he is angry with someone by the look on his face. What does it make you wonder? (Questioning) I wonder what made him lift his shirt and point to his skin. <p>When using songs- Use Feel, Think Wonder strategy. Do this in small groups then share ideas as a class.</p> <ul style="list-style-type: none"> How does this song make you feel? (Personal and emotional response) What does it make you think about? (Understanding the lyrics) What does it make you wonder? (Questioning) <p>With all texts- Create a flow chart to show the cause and effect (short term and long term) of each story. Identify the</p> </p>	<p>You could substitute people currently in the news, or people your students identify with. Ensure a mix of cultures and genders.</p>

	ripple effect these people's actions had on the flow chart (from little things big things grow).	
To establish understandings about human rights and make links to students' own experiences.	<p>What basic human rights are all people entitled to?</p> <p>Explore the website: http://www.humanrights.gov.au/info_for_students/index.html</p> <p>With the students. Use the examples from the booklet 'Lets Talk About Rights' that you can download from this website. Have students work in pairs or threes to look more closely at one of the rights examined. Ensure that each of the rights is being covered by one group. Have students discuss what the right means, and what that would look like in action. Draw 2 scenarios – the first showing what it might look like if that right was being denied, and the second if the right was being upheld. Alternatively, the students could role play the scenarios.</p> <p>Have students share their work with the class. Refer back to the case studies looked at earlier to identify which rights were being denied. Ask students to talk about their own experiences.</p> <p><i>Have you ever had an experience like this?</i> <i>Do you know of any similar stories where someone you know or have heard about has had their rights denied?</i></p>	If students do not know the role of the United Nations in protecting the rights of people across the world, introduce them to the UN website or publications about the Rights of the Child.
For students to hear first hand experiences and gain an appreciation of the struggle that some people go through to attain rights we maybe take for granted.	<p>Guest speakers</p> <p>Invite guest speakers who have first hand experience of being part of a movement to bring about change, or have experienced the loss of human rights, to speak to the students. For example:</p> <ul style="list-style-type: none"> • Someone with a refugee experience. • A victim of the stolen generation. (Kutcha and Eva-Jo Edwards offer workshops on the stolen generation. Their contact details can be found on the Yarra Healing website. The creative spirits website has first hand stories.) • A person who has lived in a country such as South Africa or Sudan. • Caritas Australia. Speakers from Caritas can talk about the many projects around the world they are involved in where they assist people who don't have access to basic human rights. • Foundation House (www.foundationhouse.org.au) is an organisation in Melbourne that supports refugees. They provide a limited guest speaker service where they can focus on topics such as: <ul style="list-style-type: none"> ⇒ situations that create refugees and torture ⇒ the refugee experience - flight and resettlement ⇒ the challenges faced by recently arrived refugees <p>Have students discuss the stories they have heard and complete personal responses in their own choice of format.</p>	You may have some parents or grandparents who have experiences they may be willing to share. If guest speakers are unavailable students could look at examples in multi-media text format.

	Identify the cause and effect of the situation, and any movements or stances by individuals or organisations that are taking action to improve the situation.	
<p style="text-align: center;">INVESTIGATING</p> <p>Activities at this stage of the unit are designed to take the investigation deeper. Students are required to work more independently and apply the skills and the knowledge they have developed.</p>		
Purpose	Activity	Notes
To focus on the struggle for Aboriginal and Torres Strait Islander rights throughout Australia's past.	<p>Excursion: Melbourne Museum The Melbourne Museum houses several Aboriginal and Koorie exhibitions. Permanent exhibitions include: Two Laws, Koorie Voices and Belonging to Country. They also feature temporary and travelling exhibitions. (From Little Things Big Things Grow exhibition is a temporary exhibition in 2010 and is very appropriate for this unit. This exhibition is travelling from the National Museum of Canberra but can also be viewed as an online exhibition on their website.)</p> <p>Prior to the Museum visit students would benefit from a brief introduction to two significant events in the fight for Aboriginal and Torres Strait Islander justice: Stolen Generations Brainstorm in small group what children already know about the stolen generations. Share. View the Dancing in the Dust DVD. Go back to small groups and add any new information Formulate wonderings that may be answered at the museum.</p> <p>The Freedom Ride As a class explore the website http://www1.aiatsis.gov.au/exhibitions/freedomride/start.htm Discuss what the freedom ride was about. Have students read diary entries in small groups to hear some personal stories. Formulate wonderings that may be answered at the museum.</p>	If the From Little Things Big Things Grow exhibition is no longer on at the Melbourne Museum it is highly recommended that you view the online exhibition.
To provide students with the opportunity to investigate an activist of their choice and present their research in a variety of ways.	<p>School exhibition Explain to students they will be responsible for developing an item for a school-based exhibition. Discuss with students how information at the museum exhibition was presented eg. photos written information, artefacts, video footage, audio footage, songs. What was effective? What made the most impact on them? If you were to present an exhibit, which method of presentation would be most suitable?</p> <p>Students conduct an individual investigation of an aspect related to activism and social justice/human rights. This could be any person or a movement in Australia or overseas, Indigenous or non-Indigenous. For example –</p>	Consider the audience for the exhibition. Who will be invited? This may influence the style of exhibit students choose. Develop a rubric with the students

	<p>Eddie Koiki Mabo who died fighting for the eventual positive results; but died before knowing the outcome of his actions, or the refugee issue in Australia.</p> <p>Criteria: Presentation must include-</p> <ul style="list-style-type: none"> • A visual image eg photo and caption • Written information explaining the issue • Origins of the issue (historical background) • Steps taken by the person or movement • Outcomes • Difficulties or problems that had to be overcome • At least one quote from that person or someone involved in the movement (or diary entry) • Personal reflection on why they chose this person or movement and what it means to them. • The use of ICT must be included in some aspect of the exhibit. <p>Possibilities- (to be included in the exhibit)</p> <ul style="list-style-type: none"> • artefact • model • video footage playing on a computer screen • song • poem or ballad 	<p>based on the criteria to guide them in their task.</p> <p>Students can use the rubric to self assess. Peers and the teacher can also assess using the rubric. Give students the opportunity to reflect on the assessment and determine areas for improvement.</p>
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PERSONALISING

Activities at this stage of the unit are designed to help students reflect on and put into practise what has been learned in real life contexts.

To give students the opportunity to reflect on the whole unit from both a knowledge and a personal perspective.	<p>Reflection Know, Feel, Do, Wonder reflection. Students individually reflect on the following questions.</p> <ul style="list-style-type: none"> • What have you learned during this unit? • How do you feel about this? • What will you do with this knowledge, how will it affect your actions? • What are you still wondering about? 	
To identify the aspects of the unit that have had the most powerful impact on the students in a personal sense.	<p>Who Am I What Do I Stand For? Refer back to the display that commenced at the start of the unit and has continued to be added to throughout the unit.</p> <ul style="list-style-type: none"> • At the end of the unit during the reflection stage, give all students a clue as to the identity of the silhouette. Give each student an envelope with the clue inside. They all get to open it at the same time. Inside is a photo of themselves. They have to complete the red card to say, Who am I? What do I stand for? • Place photos and cards onto the display and add to the exhibition. 	
To enable the	Action	

students to act on the aspects of the unit that have had a personal effect on them in a real way.	<p>Organise a guest speaker from an organisation involved in actively supporting people who are struggling to achieve basic human rights such as; Amnesty International, Caritas Australia or Oxfam Australia- Closing the Gap campaign. If a guest speaker is not available access information about these campaigns on related websites.</p> <p>Discuss with students:</p> <ul style="list-style-type: none"> • What is this organisation? • Who do they help? • How do they help? • What actions can we support? • What other organisations are there? Eg Caritas. <p>As a class discuss what you can do to make a difference. Students carry out own actions as individuals, in small groups, or as a whole class.</p>	
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Links to Literacy	<p>Use NAIDOC posters as a visual literacy activity. Student select the image that they are drawn to:</p> <ul style="list-style-type: none"> • What is happening in this picture? How do you know? • How does this image make you feel and why? • How have they used colour, line, shape and text to make you feel in a particular way? • What message is this poster trying to give? • What caption would you give this image? • How could you improve this poster (Change, Add, Remove) <p>Reading for information- finding the main point, distinguishing fact from opinion, identifying cause and effect.</p> <p>Writing information reports</p> <p>Persuasive writing</p> <p>Stating a point of view- with evidence (written and oral)</p>
Links to Numeracy	<p>Statistics- reading and interpreting statistical information</p>

