

Mathematics Level 7

Chapter 2 — Our community: the places we use, the people we belong with, and how we help

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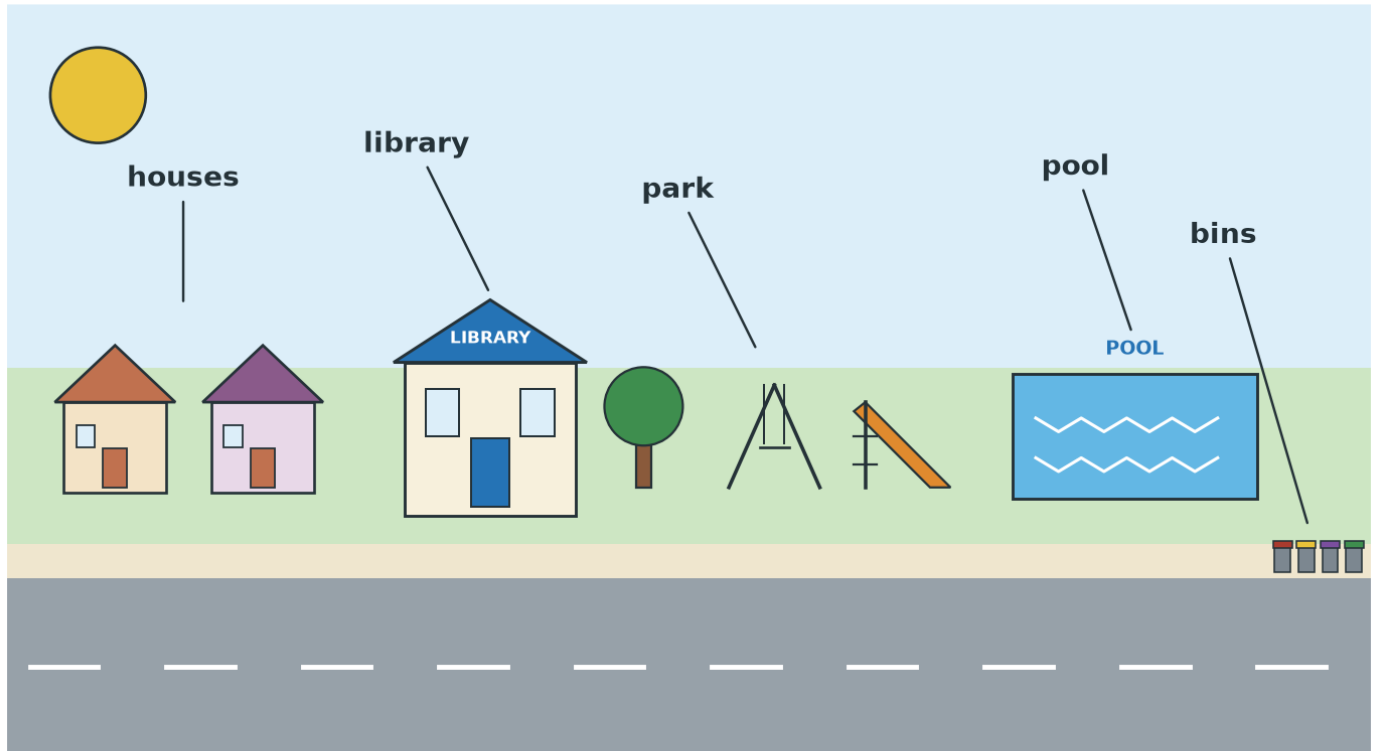
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Places that help everyone: parks, libraries, pools and bins

Places we use

Look at this picture of a town.

Places in our town that help everyone



Many people use these places every day.

A picture of a town with a street, houses, a library, a park with a tree, a swing and a slide, a swimming pool, and four bins by the path. Each place has a label.

A park is a place to play. You can have picnics and ride bikes at a park.

A library is a place to borrow books and read.

A pool is a place to swim and play in the water.

Bins are for our rubbish. They keep our town clean.

All these places are for everyone.

Someone looks after them

All the people who live in one place are a **community**. You and your family are part of a community.

Some people are chosen by the community to look after our local places. We call them **local government**. In Ballarat, these people are called the **council**.

The council looks after the parks. It looks after the library. It looks after the pool and the dog parks. It looks after the bins. It looks after these places for everyone.

Places that help everyone

Place	How it helps everyone
 park	a place to play, have picnics and ride bikes
 library	a place to borrow books and read
 pool	a place to swim and play in the water
 bins	they keep our town clean
Who looks after all of these places? The people chosen by the community.	

A table. Down the left side are four places: park, library, pool and bins. Next to each place is how it helps everyone. At the bottom it asks who looks after all of these places, and the answer is the people chosen by the community.

We help too

We can put our rubbish in the right bin.

We can pick up the paper we drop.

We can tell the people who look after our places what we think. They listen.

Worked examples

Example 1 — a place that helps everyone: Ballarat Library

Ballarat Library is a real library in Victoria. Say these four parts out loud.

We say

“Ballarat Library is a place that helps everyone.”

“You can borrow books and read.”

“It matters because everyone can go there.”

“The people chosen by the community look after it.”

We think about

Which place are we talking about?

What can we do there?

Why does it matter?

Who looks after it?

Now you try. Pick one place you use. Say the four parts out loud.

Example writing: a place that helps everyone

Ballarat Library is a place that helps everyone.

You can borrow books and read.

It matters because everyone can go there.

The people chosen by the community look after it.

Now you try. Write about a place you use.

_____ is a place that helps everyone.

You can _____.

It matters because _____.

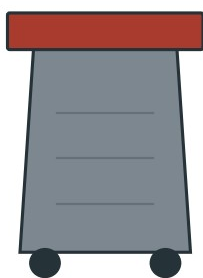
Say your writing out loud first. Then write it down.

An example piece of writing about Ballarat Library, and below it the same four sentences with blank lines for the child to fill in.

Example 2 — which bin does it go in?

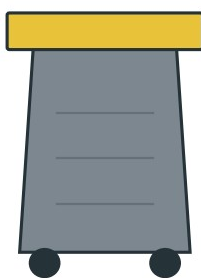
The council looks after our bins. We help when we put things in the right bin.

Which bin does it go in?



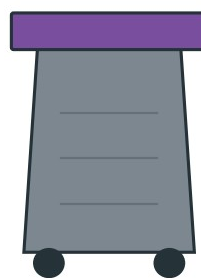
rubbish

- a broken toy
- things we cannot use again



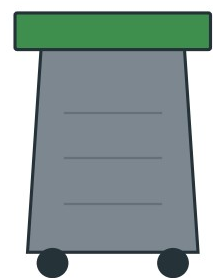
recycling

- paper
- drink cans
- plastic bottles



glass

- glass bottles
- glass jars



food and garden

- banana skins
- apple bits
- grass and leaves

The people chosen by the community look after our bins. We help when we put things in the right bin.

Four wheelie bins with coloured lids. The red-lid bin is for rubbish, like a broken toy. The yellow-lid bin is for recycling, like paper, drink cans and plastic bottles. The purple-lid bin is for glass, like glass bottles and glass jars. The green-lid bin is for food and garden things, like banana skins, apple bits, grass and leaves.

This thing	goes in
a banana skin	the food and garden bin
a glass bottle	the glass bin
a plastic bottle	the recycling bin
an old newspaper	the recycling bin
a broken toy	the rubbish bin

We sorted them! Sorting our rubbish is one way we help.

Practice tasks

P1. Draw and say. Draw one place in your town that you use. Say one sentence about it: “_____ is a place that helps everyone because _____.”

P2. Sort. Cut out the cards. Put each card on the right bin in the bins picture above.

Sort the cards: which bin does each thing go in?



Cut out the cards. Put each one on the right bin in the picture above.

Six cards to cut out: apple bits, banana skin, paper, a drink can, a plastic bottle and a glass jar. Each card has a small picture and its name.

P3. Match. Draw a line from each place to how it helps.

Draw a line from each place to how it helps

 park	keeps our town clean
 library	swim and play in the water
 pool	play, have picnics and ride bikes
 bins	borrow books and read

A matching task. On the left are four cards: park, library, pool and bins. On the right, in a different order, are four cards: keeps our town clean; swim and play in the water; play, have picnics and ride bikes; borrow books and read.

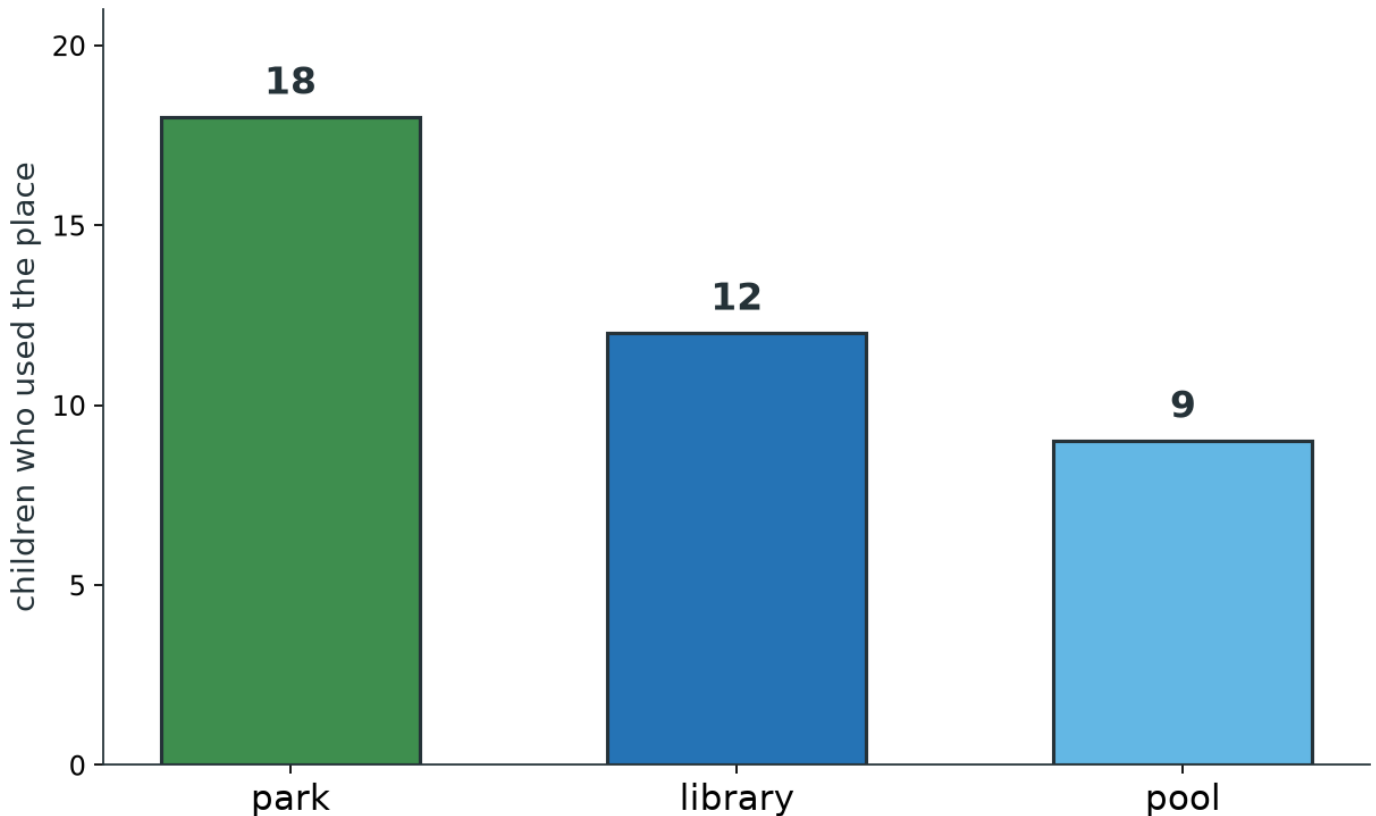
P4. Finish the sentences. Say them out loud first. Then write them down.

- “The _____ helps everyone.”
 - “You can _____ there.”
 - “It matters because _____.”
-

Together and out loud

T1. Our class chart. Ask your class: “Did you use the park, the library or the pool last week?” Count the yes answers for each place. Make a chart like the one in the picture. Then ask: which place did the most children use? Which place did the least children use?

Places our class used last week (example)

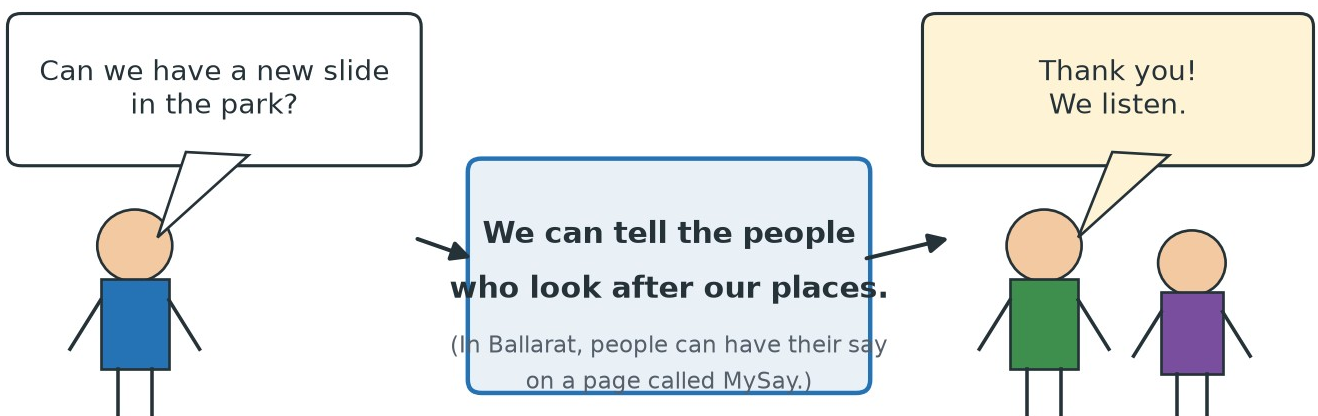


Which place did the most children use? Which place did the least children use?

A bar chart, marked as an example, showing how many children used each place last week: park 18, library 12, pool 9. Below it are two questions: which place did the most children use, and which place did the least children use.

T2. Using our voices. Think of one place you use. What is one thing you would like to make better? Tell a partner. Then say how you could tell the people who look after it.

Using our voices



A picture of a child saying “Can we have a new slide in the park?” An arrow points to the words “We can tell the people who look after our places.” Another arrow points to two grown-ups saying “Thank you! We listen.” A small note says that in Ballarat, people can have their say on a page called MySay.

Teacher notes (not student-facing — not vocabulary-gated)

Sets up (D1; verbatim codes from TOC §3): VC2HC4K03 and VC2HC4S03. This book owns no VC2 CDs; these are forward targets of the Levels 3–4 band.

- VC2HC4K03
 - .E01 — seeded as *the people chosen by the community to look after our local places* (the TOC-mandated seed; no electoral machinery, D8); the name *council* is given as the local name for those people.
 - .E02 — seeded through the services the child uses: parks, library, pool and sport facilities, bins and waste, and dog parks (pet management at child scale).
 - .E03 — seeded in “We help too” and T2 (using our voices; responsible choices seeded as putting things in the right bin and picking up what we drop).
- VC2HC4S03
 - .E01 — naming the local government and the places it looks after — Worked example 2 and the places table.
 - .E02 — seeded as *they listen to what people say* (2A voice loop; links 1B “everyone has a say”); no electoral machinery (D8).
- Also seeds 3C’s institution at child scale: a local place described as something that helps everyone and matters (Worked example 1, P4, T1).

Subject terms defined at first use (WORD_LEVEL_POLICY Rule 2 exemption 2): *community* (“all the people who live in one place”), *local government* (“the people chosen by the community to look after our local places”), *council* (“in Ballarat, these people are called the council”). All surrounding prose is at or below Yr2 (D4).

Sources (real, named, checkable referents; SOURCE_USE Rule 3): City of Ballarat website, www.ballarat.vic.gov.au — pages “Libraries” (Ballarat Library, Sebastopol Library, Wendouree Library), “Ballarat Aquatic and Lifestyle Centre” and “Outdoor Pools”, “Parks and Sportsgrounds” (incl. dog parks, Ballarat Botanical Gardens), “Waste and recycling” (household waste, mixed recycling, glass and FOGO bins; bin collection at home), and “MySay” community-consultation pages (incl. “Have your say on our recycling and waste collections”). All retrieved 26 August 2026.

Assessment: formative/preparatory only (D3). Tasks are observed practice and artefacts (drawn place, sorted cards, matched lines, spoken four-part description, class chart); no judgement against an achievement standard is made or claimed.

Scale discipline (D8): no parliament, election, court, police or three-levels-of-government content appears; “chosen by the community” carries the .E01 seed with no machinery. First Nations content: none is seeded here and no substitute is invented (CONTENT_POLICY Rule 1; front-of-book note applies).

What we should have and what we should do

Forward target — VC2HC4K05 (Levels 3 and 4 band) - .E01 the reasons rights matter to people - **.E02** responsibilities come along with rights, and why they matter - **.E03** the child's own communities, and the rights and jobs inside them

Teacher note (linkage only). This preparatory section *sets up* the band content description above at Year 2 scale; it owns no VC2 content description and does not teach the band content as its own (TOC D1). The elaborations are VCAA's illustrations of the band CD, carried for linkage, not a syllabus (TOC D9). The seed is confined to communities the child belongs to — home, class, school, team, local places — with rights as “things we should have” (be safe, learn, play) and responsibilities as “things we should do” (take turns, look after our places, help out). No legal or formal-citizenship rights are seeded — those belong to VC2HC6K05/VC2HC6K07 at Levels 5–6 (TOC D8). The curriculum does not define *rights* or *responsibilities*; the student-facing box below states this book's working definitions at Year 2 register (CONTESTED_TERMS Rule 1).

What we learn

Words we use in this book. In this book, these words mean: - A **right** is a thing we should have. It helps us. It keeps us safe. No one should take it away. - A **responsibility** is a thing we should do. It is our job. It helps the people with us. - A **community** is a group we belong to. Its people share a place or share things, and they look after each other.

Part 1 — The groups we belong to

Look at the people in your life. You live with your family. You learn with your class. You play with your friends at school or at the park. You may be on a team, or go to the pool, or go to the library.

Each of these groups is a community (Figure 1). You belong to your family. You belong to your class. You may belong to a team too. You belong to more than one community!

My communities

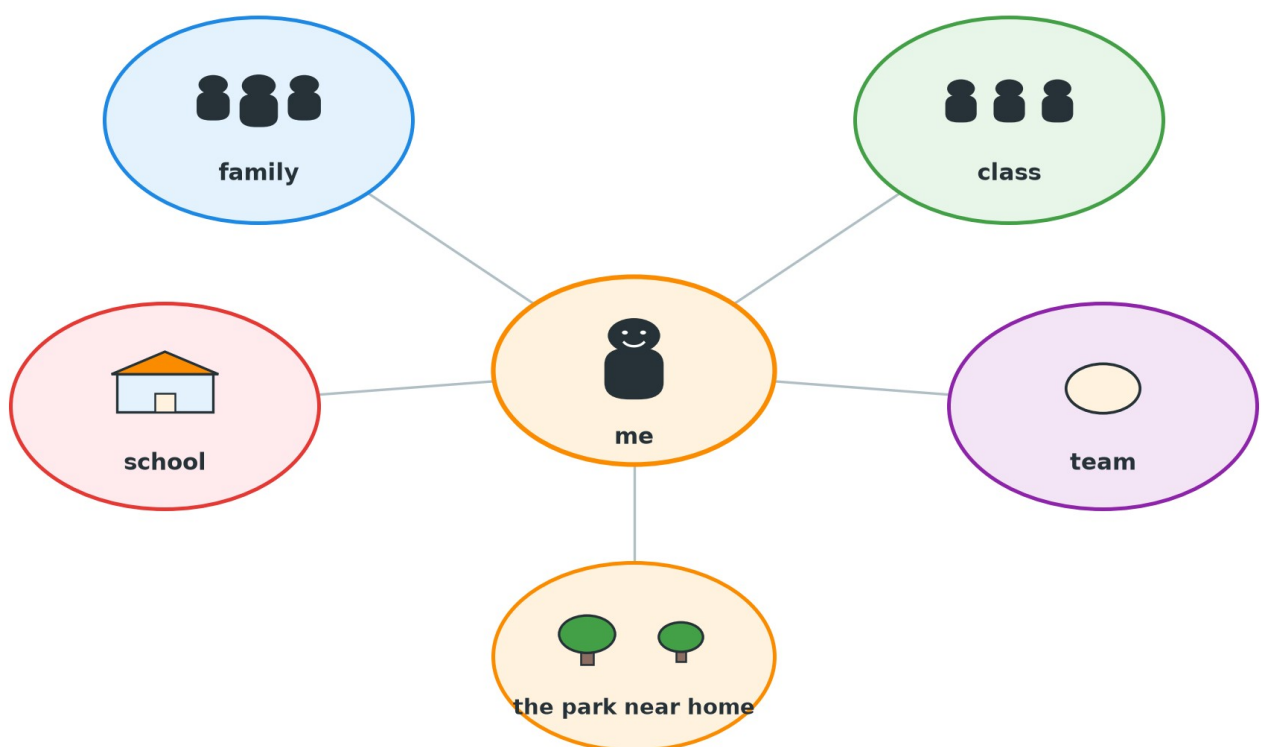


Figure 1 — my communities.

Part 2 — Things we should have

There are things every child should have. These things are called **rights**.

Three big rights for you (Figure 2):

- **Be safe.** No one should hurt you. You should feel safe at home, at school, and at the park.
- **Learn.** You get to learn new things at school every day.
- **Play.** You get to play and have fun.

Why do rights matter? Look at Figure 3. Rights help you grow. When you are safe, you can learn and play. When you learn, you can do new things. When you play, you can feel happy and make friends.

Rights are for every child. They are for you. They are for all the children you know.

Things we should have

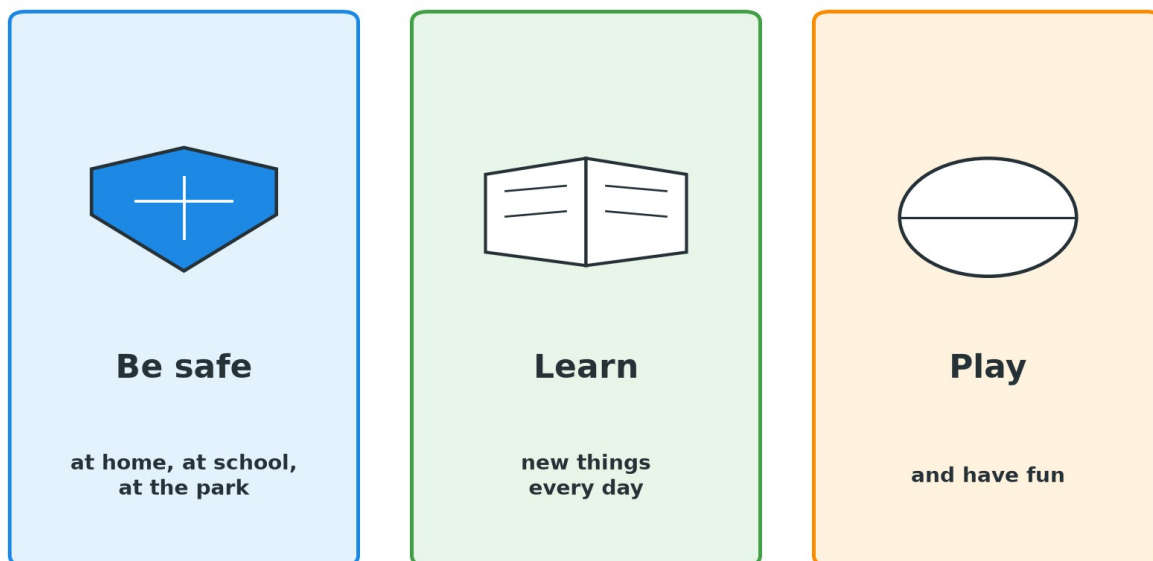


Figure 2 — things we should have.

Why rights matter

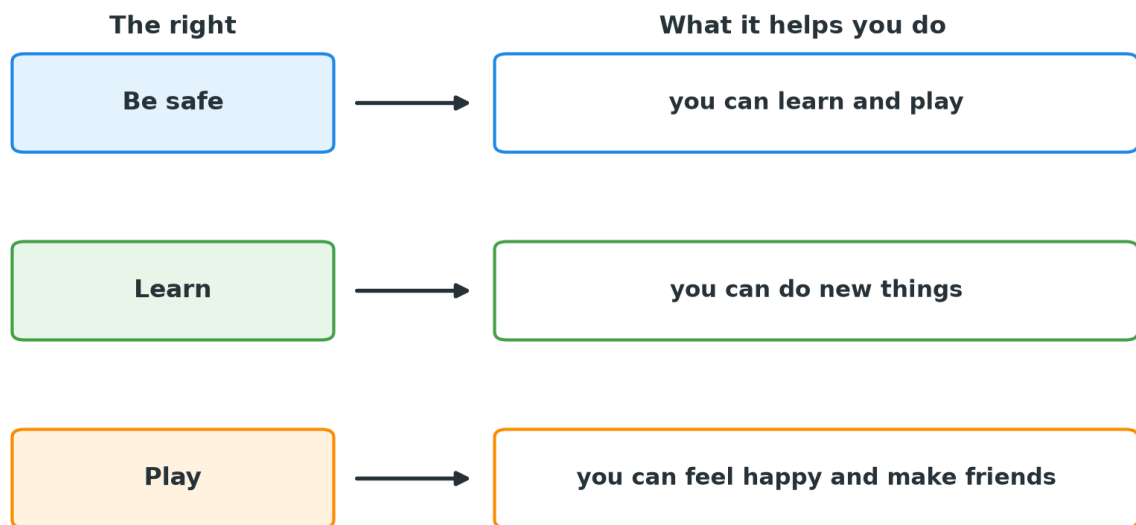


Figure 3 — why rights matter.

Part 3 — Things we should do

Rights come with jobs. These jobs are called **responsibilities** (Figure 4).

A responsibility is a thing you should do. Three big ones:

- **Take turns.** Let everyone have a go.
- **Look after our places.** Keep our class, our school, and our park clean and safe.
- **Help out.** Do your bit at home, at school, and at the park.

Why do these jobs matter? When you do your jobs, everyone's rights stay strong. If no one took turns, some friends would miss out. If no one looked after the park, it would not be safe or fun.

Things we should do



Figure 4 — things we should do.

Part 4 — Rights and jobs go together

Your rights and your jobs go in pairs (Figure 5). In each community you belong to, there are things you should have — and things you should do.

- **In your class**, you have the right to learn. Your job is to listen and wait your turn.
- **At the park**, you have the right to play. Your job is to keep the park clean and tidy.
- **With your friends**, you have the right to join in the fun. Your job is to be kind and to share.

Rights and jobs go together

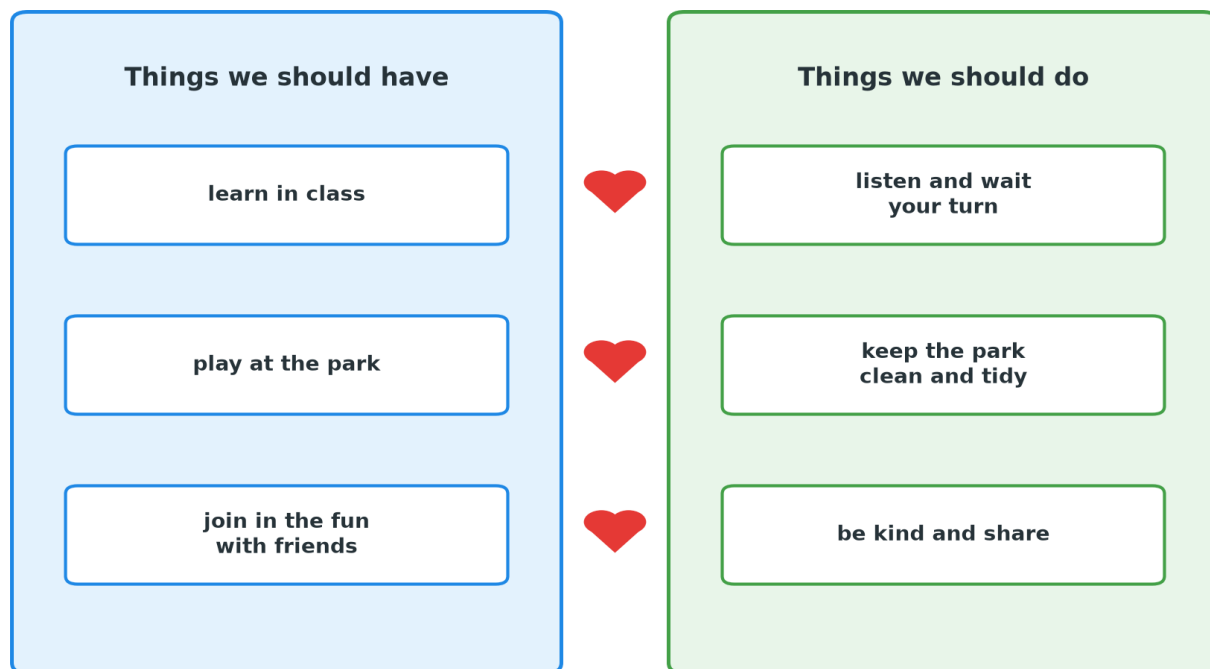


Figure 5 — rights and jobs go together.

Part 5 — A community that works well

When everyone has their rights, and everyone does their jobs, the community works well. It is fair. People feel safe, happy, and glad to be there. That is why rights and responsibilities go together. We all have things we should have. We all have things we should do.

Our class can make a list like Figure 6. It says what we should have, and what we should do.

Our class list

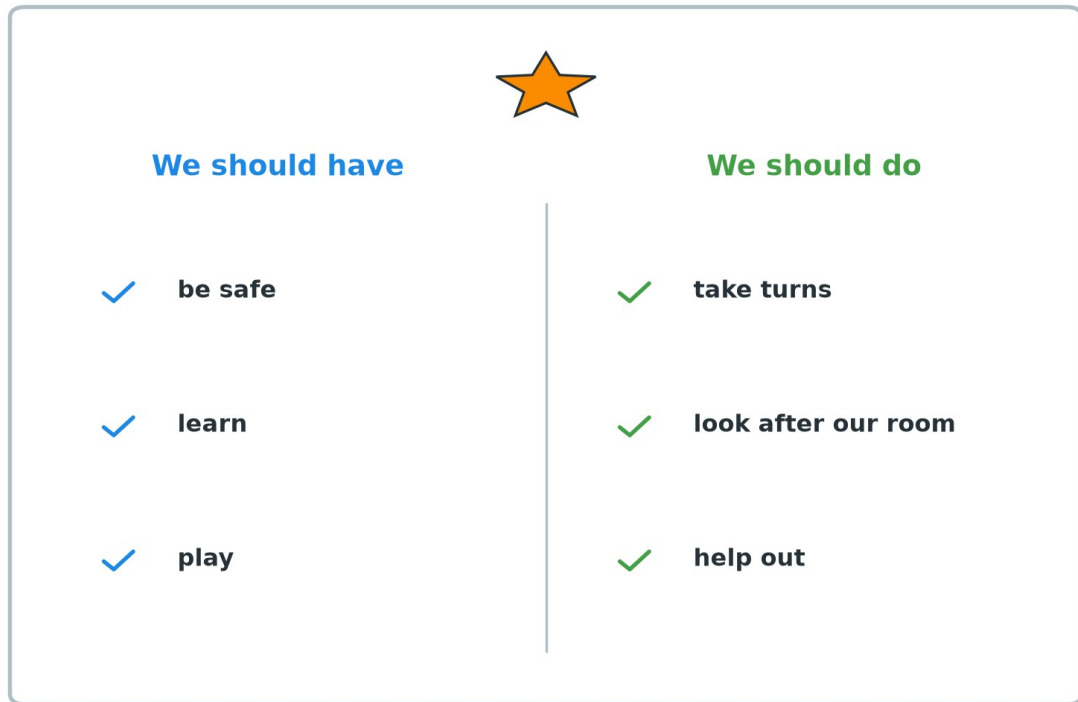


Figure 6 — our class list.

Worked examples

Example 1 — Sort the cards (with your teacher)

Four cards are in Figure 7. Sort each card into **should have** or **should do**.

Sort the cards

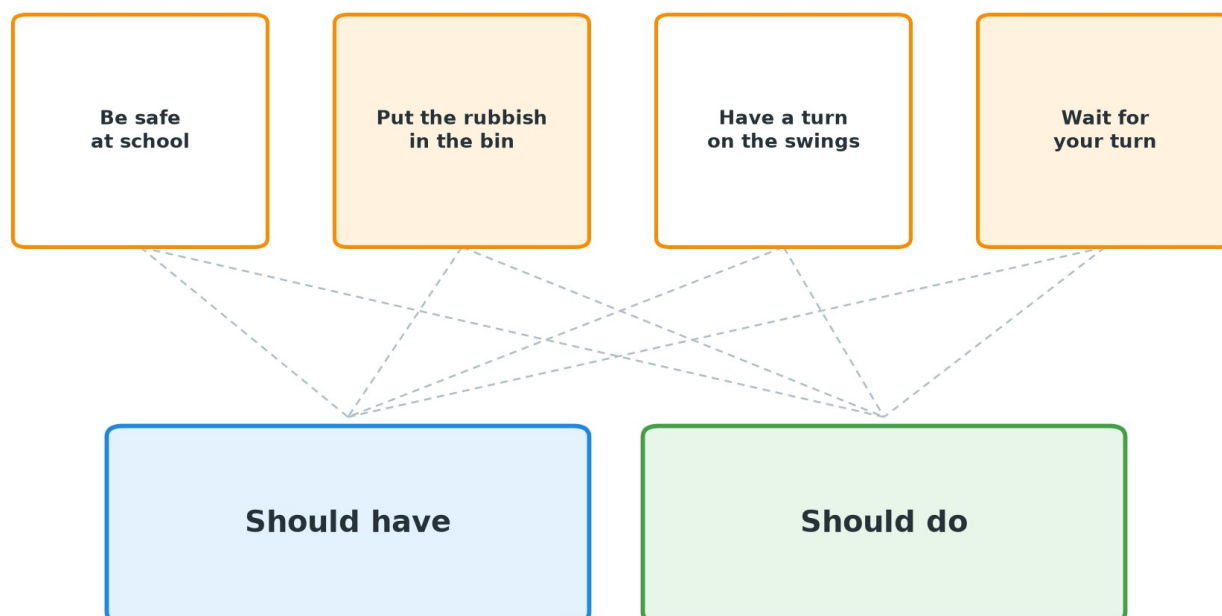


Figure 7 — sort the cards.

Card	Why	Where it goes
Be safe at school.	You should have this. It is a right.	Should have
Put the rubbish in the bin.	You do this. It is a job.	Should do
Have a turn on the swings.	Every friend should have a turn. It is a right.	Should have
Wait for your turn.	You do this so everyone gets a turn. It is a job.	Should do

Rights are the things we should have. Responsibilities are the things we should do.

Example 2 — One swing, four friends (with your teacher)

It is lunchtime at school. Mia, Jack, Ruby, and Noah all want the swing. There is only one swing (Figure 8). The friends can do this in two ways.

One swing, four friends

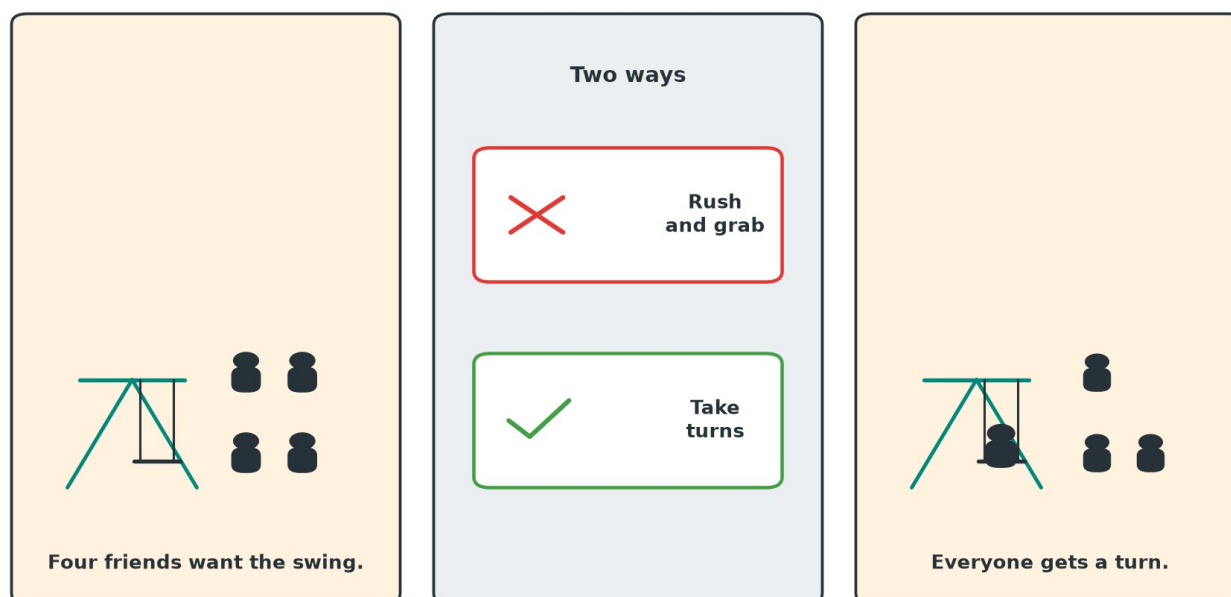


Figure 8 — one swing, four friends.

Way	What happens
Way 1: Rush and grab.	Friends could get hurt. Some friends miss out. It is not fair.
Way 2: Take turns.	One friend swings. The others wait and count. Then they swap. Everyone gets a turn. It is fair.

Now ask and answer:

Ask	Say
What do the friends want?	They all want the swing.
What is fair?	A turn for each friend. No one misses out.
What is the right here?	Every friend gets a turn on the swing.
What is the job here?	Wait for your turn. Let your friends swing too.

When we take turns, everyone's right is safe. Waiting is our job.

Practice questions

Task 1 — Draw. Draw two pictures. Draw one right you have at school. Draw one job you do at school. Tell your teacher about them.

Task 2 — Sort. Sort these into **should have** and **should do**. Write them or draw lines.

learn in class · tidy our room · play at the park · put the rubbish in the bin · be safe at home · help feed the class pet

Task 3 — Match. Draw lines from each right to its job (Figure 9).

Match the rights to the jobs

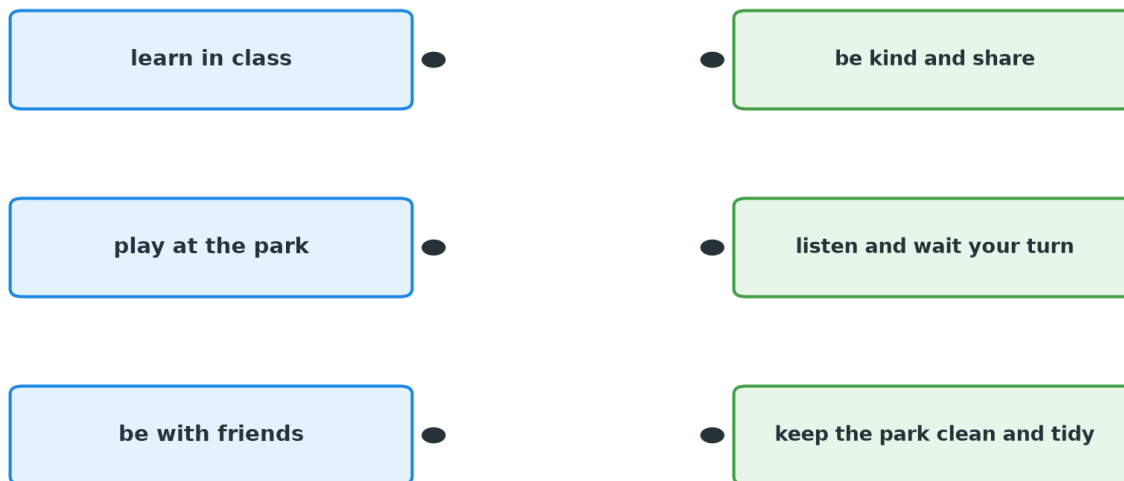


Figure 9 — match the rights to the jobs.

Task 4 — Finish the sentences. Use the big card in Figure 10. Write your own words on the lines.

Finish your sentences

In my _____,

I have the right to _____.

My job is to _____.

One way to finish it:

In my class, I have the right to learn. My job is to wait my turn.

Figure 10 — finish your sentences.

Talk and share

Task 5 — With a partner. Take turns to say: one right you have at home, and one job you do at home. Then listen to your partner.

Task 6 — With your class. Why do rights matter? Say one reason. Your teacher can write the class's words on the board.

Answers

Task 1. Your own pictures. Any right and any job at your school are fine.

Task 2. Should have: learn in class · play at the park · be safe at home. Should do: tidy our room · put the rubbish in the bin · help feed the class pet.

Task 3. learn in class → listen and wait your turn · play at the park → keep the park clean and tidy · be with friends → be kind and share.

Task 4. Your own sentence. See Full answers for one way to say it.

Tasks 5–6. Talk tasks — answers will be different.

Full answers

Task 4. One way to finish the sentences: *In my class, I have the right to learn. My job is to wait my turn.*

Task 6. One way to say it: *Rights matter because they keep every child safe and happy.*

The groups we belong to

Teacher notes – not student-facing (register: adult professional; TOC §6)

Section: 2C – The groups we belong to (Chapter 2 – Our community)

Book: Civics and Citizenship Level 2 (preparatory – this book owns no VC2 content

descriptions; it extends the Levels 3 and 4 band down under DJB's disposition of

2026-08-23. Any catalogue listing must say it is preparatory.)

Sets up (forward target codes from TOC §3):

VC2HC4K06

(Levels 3 and 4 band, Knowledge and Understanding, Citizenship, diversity and identity)

What this section seeds, by elaboration (ids are the family's VCAA-order assignment, TOC D9):

VC2HC4K06.E01 → seeded as the groups the child names (family, class, team, music or dance, cultural and religious groups) in parts 1 and 3,

and the feelings that tell the child they belong (part 2, task 1, task 5).

VC2HC4K06.E02 → seeded as the three defined words belief, tradition and symbol (word box, part 4, figure 4) and a first comparison of the ways different groups do things (part 5, worked example 2, tasks 2 and 3).

VC2HC4K06.E03 – (Aboriginal and Torres Strait Islander referent) NOT seeded. This section prepares ONLY the neutral remainder of VC2HC4K06 (TOC §2A #1): no First Nations content is seeded and no invented substitute takes its place.

The front-of-book note covers the omission (CONTENT_POLICY Rule 1).

Subject terms defined at first use in this section (WORD_LEVEL_POLICY Rule 2 exemption 2): group, belong/belonging, community (definition carried verbatim from 2B for consistency), belief, tradition, symbol, cultural group, religious group.

Scale discipline (TOC D8): no parliaments, elections, courts, police or levels of government appear here. Every context sits at the scale of family, class, school, team and town.

Volume check (TOC §3): one teacher-supported teaching sequence (parts 1-5) · two worked examples · four scaffolded practice tasks (draw/write, sort, match, complete-a-sentence) · two shared/oral tasks.

The bar chart in figure 3 is an invented "example class" of 24 children, labelled as such in the figure title and in the student text. No real class or real survey is represented (recorded again under Sources).

Words we use in this book

Words we use in this book. In this book, these words mean: - A **group** is some people who are together. - To **belong** to a group means you are part of it. - A **community** is a group we belong to. Its people share a place or share things, and they look after each other. - A **belief** is what a group thinks is true and important. - A **tradition** is what a group does again and again, in a special way. - A **symbol** is a thing a group uses to show who it is. - A **cultural group** is a group. Its people come from the same place, or they share the same

food, music and special days. - A **religious group** is a group. Its people pray together, and they think the same things about God and how to live.

Learn together

Part 1 — The groups you belong to

You belong to lots of groups.

You belong to your family. You belong to your class. You may belong to a team. You may belong to a music group or a dance group. Some children belong to a cultural group. Some children belong to a religious group.

Look at the picture in Figure 1. The child in the middle belongs to six groups.

The groups I belong to

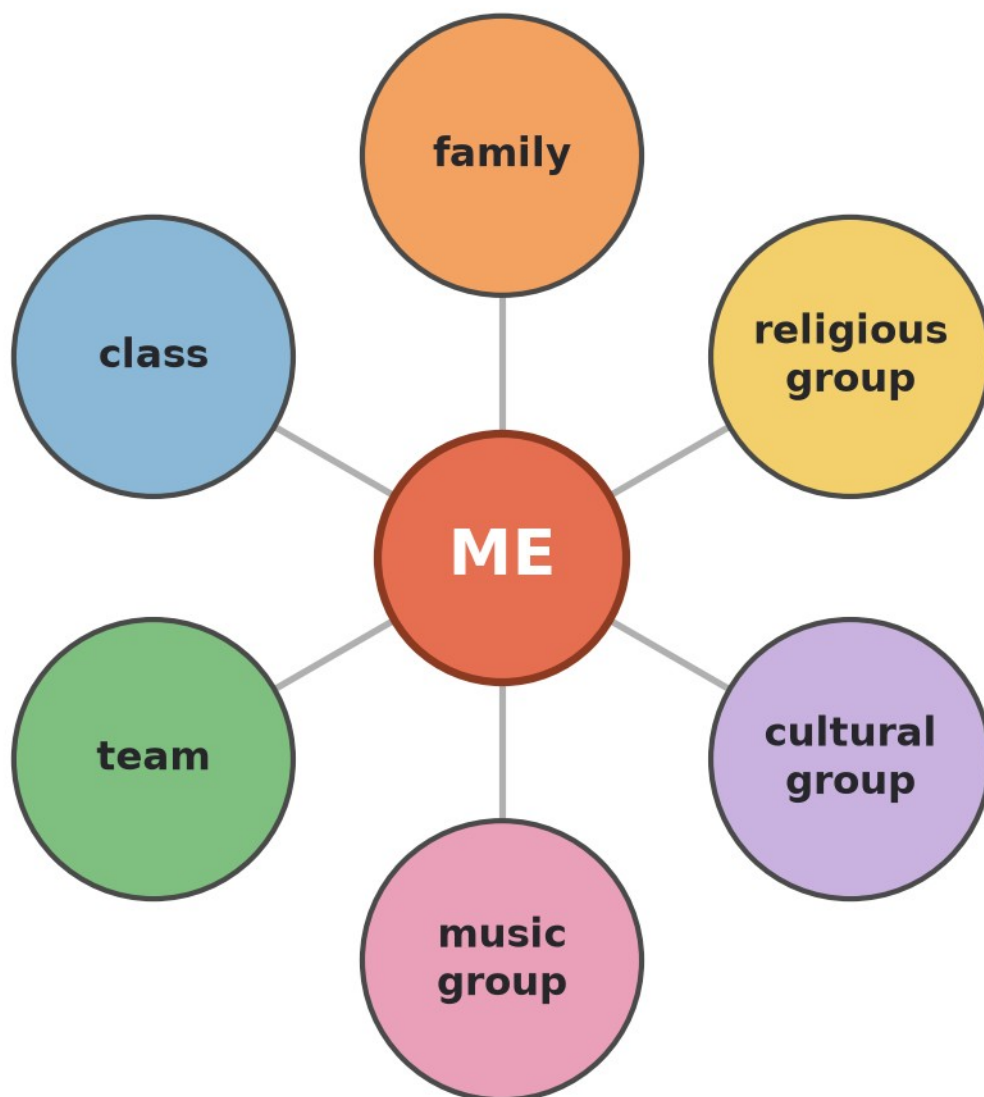


Figure 1

— the groups I belong to.

You belong to more than one group. All of your groups are part of who you are.

Part 2 — What belonging feels like

How do you know you belong? Belonging feels good (Figure 2).

- You feel **safe**.
- You feel **happy**.
- You feel **glad**.
- You feel **loved**.

Your family says hello when you come home. That is belonging. Your team keeps a place for you. That is belonging. Your class listens when you talk. That is belonging.

Belonging feels good



Figure 2 — *belonging feels good.*

Part 3 — Different children, different groups

Not every child belongs to the same groups. Look at one example class (Figure 3). It has 24 children.

- All 24 children belong to a family. All 24 belong to the class.
- 15 children belong to a sport team.
- 11 children belong to a music or dance group.
- 9 children belong to a cultural group.
- 8 children belong to a religious group.

The children in this class do not all belong to the same groups. Different children belong to different groups. And that is a good thing. All these groups are part of who the children are.

One example class: the groups its children belong to

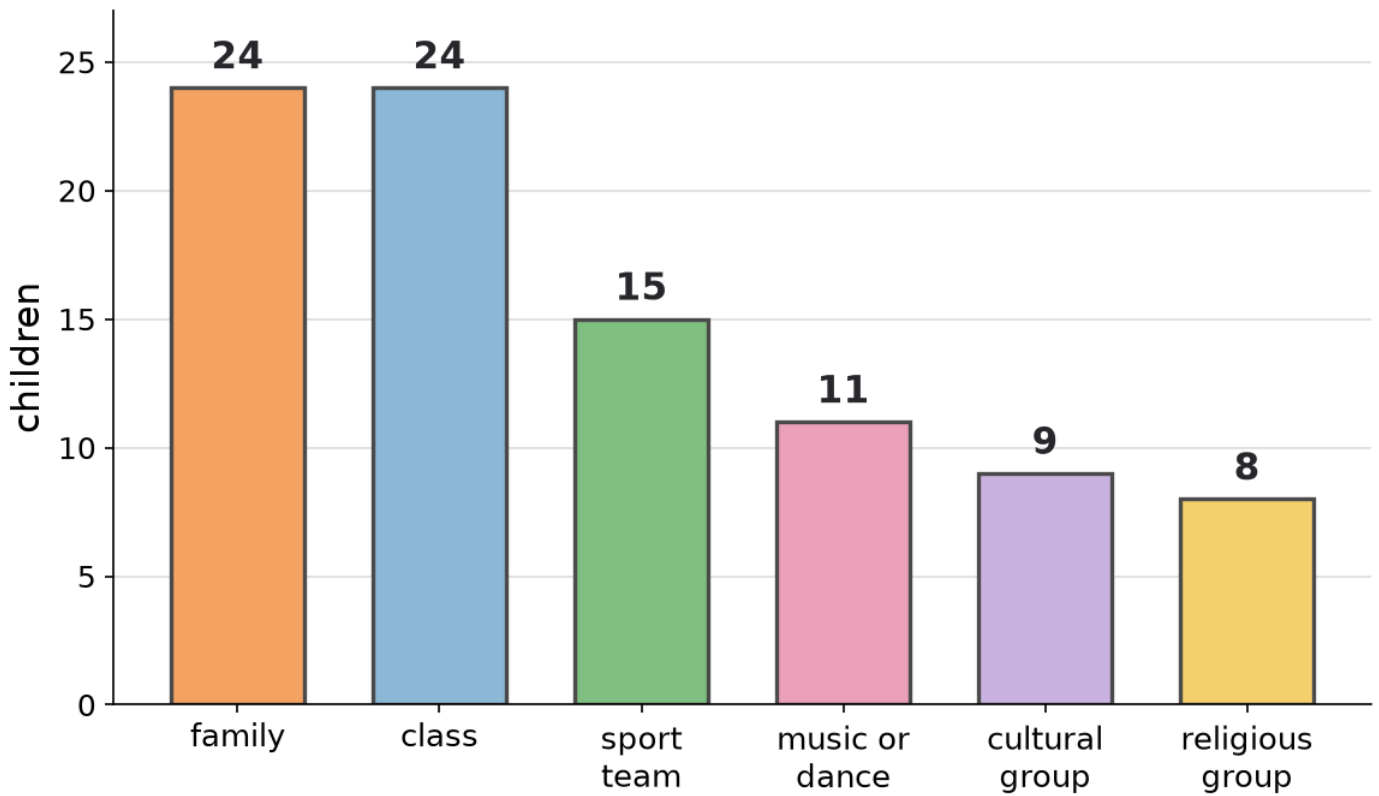


Figure 3 — one example class.

Part 4 — What groups use

Groups use three kinds of things to show who they are (Figure 4).

- **Beliefs** — what a group thinks is true and important.
- **Traditions** — what a group does again and again, in a special way.
- **Symbols** — things a group uses to show who it is.

Groups use beliefs, traditions and symbols



Figure 4 — beliefs, traditions and symbols.

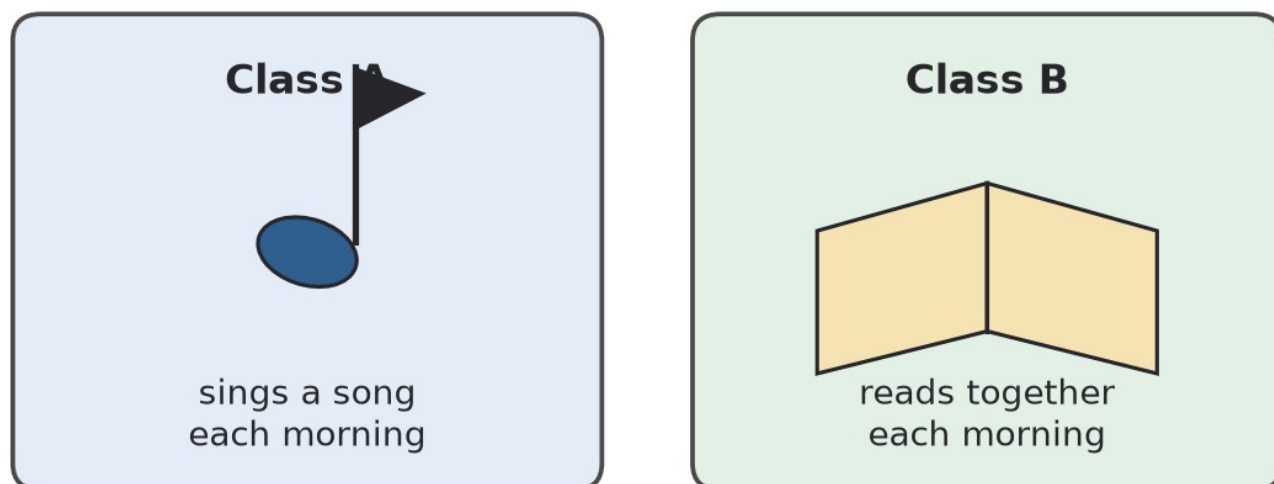
Part 5 — Different ways are both good

Look at two classes (Figure 5). Class A sings a song each morning. Class B reads together each morning.

The two classes do things in different ways. Is one way wrong? No. Different is not wrong. Both ways are good.

Groups can do things in different ways, and that is a good thing. When you see a group that does things a different way, you can say: that is good too.

Different groups can do things in different ways



Two classes. Two ways. Both are good.

Figure 5 — two classes, two ways.

Worked examples

Example 1 — Mia's groups (with your teacher)

Mia belongs to four groups: her family, her Year 2 class, a netball team and a choir.

Let us sort Mia's groups into three baskets: **Family**, **School** and **Community** (Figure 6).

Group	Why	Basket
her family	Mia's mum, dad and sister are her family.	Family
her Year 2 class	Her class is at school.	School
a netball team	The team is not her family. It is not school. It is a group in her town.	Community
a choir	The choir sings in her town. It is a group in her community.	Community

Family and School are communities too. Mia's family is a community. Her school is a community. Her town is a big community, with lots of small groups in it.

Mia's groups, sorted

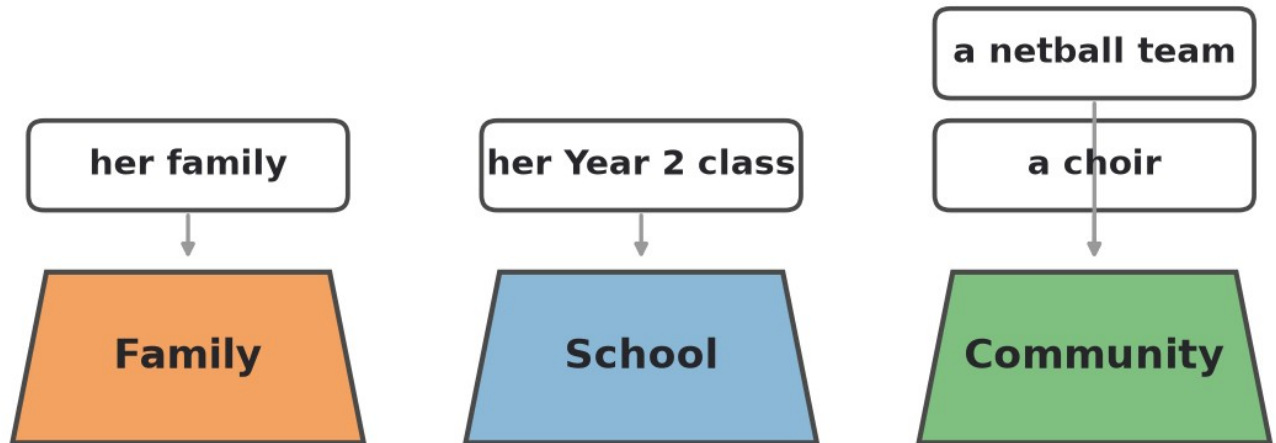


Figure 6 — Mia's groups, sorted.

Example 2 — What groups use (with your teacher)

Three groups. Three things they use. Let us match each group to the thing it uses, and say what we call it (Figure 7).

Group	What they use	What we call it
a team	the same shirt	a symbol — it shows who they are
a family	a big dinner every Sunday	a tradition — they do it again and again
a class	everyone should have a turn	a belief — it is what they think is true and important

What groups use — the matches

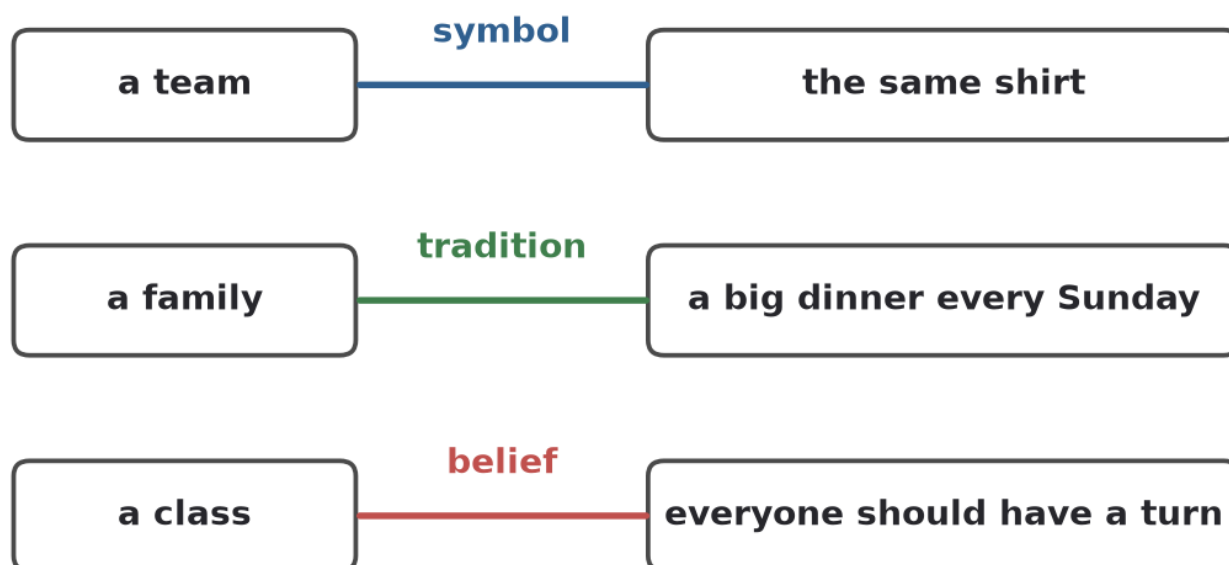


Figure 7 — what groups use.

Practice tasks

Task 1 — Draw and write. Use the big picture in Figure 8. Write or draw your groups in the circles. You are in the middle.

My groups

Write or draw your groups in the circles.

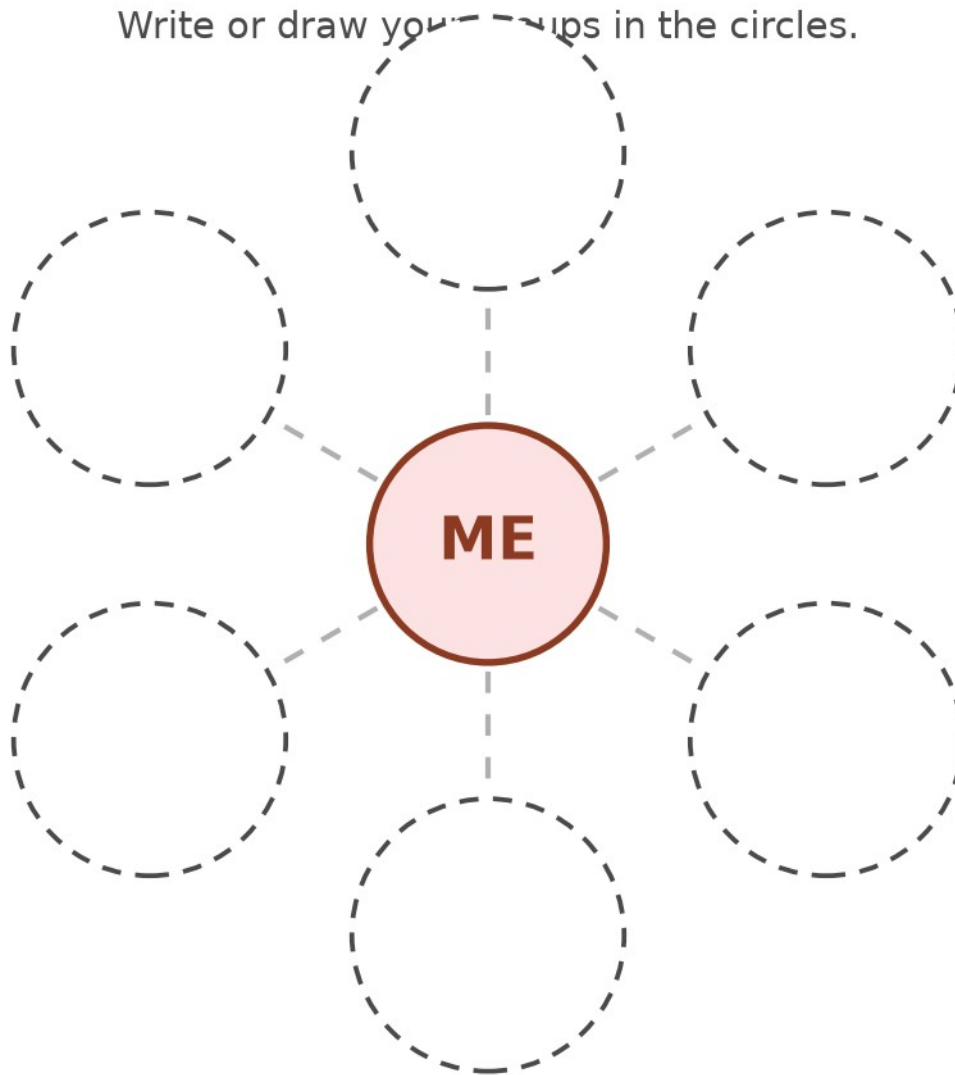


Figure 8

— *my groups.*

Task 2 — Sort. Put these cards into **belief**, **tradition** or **symbol**.

the same shirt · a big dinner every Sunday · everyone should have a turn · a flag with the team name · we sing a song each morning · we think play is important

Task 3 — Match. Draw lines from each group to the thing it uses (Figure 9).

Draw lines to match

Which group uses each thing?

a team ●	● we help each other
a family ●	● a song we sing each week
a choir ●	● the same shirt

Figure 9 — match the groups to what they use.

Task 4 — Finish the sentences. Use the big card in Figure 10. Write your own words on the lines.

My turn to say

I belong to _____

I know I belong because _____

One way to finish it:

I belong to my netball team.

I know I belong because my friends say hello when I come.

Figure 10 — finish your sentences.

Talk and share

Task 5 — With a partner. Tell your partner two groups you belong to. Then say one thing that makes you feel you belong. Listen to your partner.

Task 6 — With your class. Tell the class one tradition from your family or your group. Your teacher can write the class's words on the board. Look at the board. Are all the traditions the same?

Answers

Task 1. Your own picture. Any groups you belong to are fine.

Task 2. Symbol: the same shirt · a flag with the team name. Tradition: a big dinner every Sunday · we sing a song each morning. Belief: everyone should have a turn · we think play is important.

Task 3. a team → the same shirt · a family → we help each other · a choir → a song we sing each week.

Task 4. Your own sentences. See Full answers for one way to say it.

Tasks 5–6. Talk tasks — answers will be different.

Full answers

Task 4. One way to finish the sentences: *I belong to my netball team. I know I belong because my friends say hello when I come.*

Task 6. Traditions will be different. Different groups have different traditions, and that is a good thing.

Sources

For teachers – the referents used in this section (SOURCE_USE.md Rule 3).

1. The bar chart (figure 3) is an invented "example class" of 24 children, labelled as such in the figure title and in the student text. No real class or real survey is represented.
2. "Mia" and her four groups (worked example 1) are invented for this section. No real child is represented.
3. No real-world named institutions, places or awards are used in this section; every context sits at the child's own scale of family, class, school, team and town (TOC D8), so no external source lines are required.

Curriculum traceability: VC2HC4K06 and elaborations E01-E03, cited by code from VC2_AS-CD-Elab_29-07-2026.csv (VCAA export retrieved 2026-07-29, cross-checked 2026-08-25 per TOC §1) and carried in the teacher notes at the top of this file. E03 is recorded there as not-seeded per TOC §2A #1.

Helping in our community

Teacher notes – not student-facing (register: adult professional; TOC §6)

Section: 2D – Helping in our community (Chapter 2 – Our community)

Book: Civics and Citizenship Level 2 (preparatory – this book owns no VC2 content

descriptions; it extends the Levels 3 and 4 band down under DJB's disposition of

2026-08-23. Any catalogue listing must say it is preparatory.)

Sets up (forward target codes from TOC §3):

VC2HC4K07

(Levels 3 and 4 band, Knowledge and Understanding, Citizenship, diversity and identity)

What this section seeds, by elaboration (ids are the family's VCAA-order assignment, TOC D9):

VC2HC4K07.E01 → seeded as the groups that help where we live

(friends-of-the-park groups, Landcare, storm helpers) and their purpose.

VC2HC4K07.E02 → seeded as three projects at school/local scale (a school garden,

caring for a bird habitat, raising money for something the school or town needs). The overseas-aid referent of E02 is beyond the Year 2 scale and is not seeded (TOC D2).

VC2HC4K07.E03 → seeded as class and school recognition (a sticker, a name on the board,

the whole school clapping; an award defined).

VC2HC4K07.E04 → seeded as its neutral remainder ONLY (TOC §2A #2): why people help –

volunteers and leaders, and a class discussion of reasons for helping.

The Elders referent is NOT seeded, and nothing is named in its place.

The front-of-book note covers this omission (CONTENT_POLICY Rule 1).

Subject terms defined at first use in this section (WORD_LEVEL_POLICY Rule 2 exemption 2): community, volunteer(s), habitat, award, project, purpose.

Scale discipline (TOC D8): no parliaments, elections, courts, police or levels of

government appear here. Local government is 2A's seed, not this section's.

Volume check (TOC §3): one teacher-supported read-aloud sequence (parts 1-4) · two worked examples (one real-world group, one class-scale) · four scaffolded practice tasks (draw, sort, match, complete-a-sentence) · two shared/oral tasks.

Sources for the named real-world referents are at the end of this file.

1. Read-aloud: people help where we live

Look at the place where you live. People help there every day.

Some people help on their own. Some people help in a group. A group can do big things.

Here are some groups that help where we live.

Friends of the park. Some people meet at the local park. They pick up litter. They plant flowers and trees. They look after the swings and the slide. The park is for everyone. So they look after it for everyone.

Landcare groups. Many towns in Australia have a Landcare group. The people in the group plant trees by the creek. They look after the land. They help birds and animals have a good place to live. They do not get paid. They help because they love the land.

Storm helpers. A big storm can make a mess. Branches can come down on the road. In Victoria, volunteers come to help. They clear the road. They help people stay safe. These helpers are called the Victoria State Emergency Service.

These helpers are **volunteers**. Volunteers are people who help without getting paid. Nobody makes them help. They help because they want to.

Every group has a reason for helping. Its reason is its **purpose**. The purpose of these groups is to make the place good and safe for everyone.



A picture that shows three places: a park, a creek and a street, and the people who help in each place

2. Read-aloud: you can help too

You belong in your community.

A **community** is the people in a place, and the places they all share. Your town is a community. Your school is a community too.

You are little, but you can still do big things. Here are three projects your class could do.

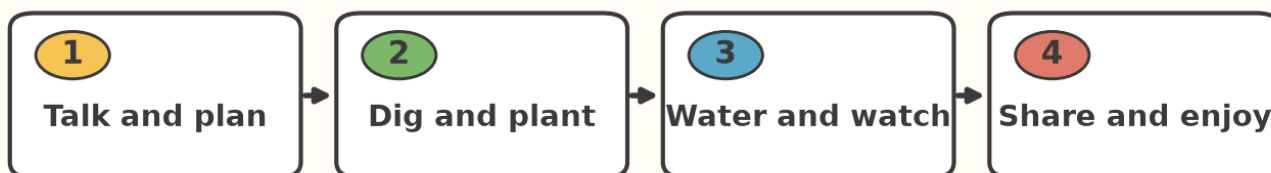
A **project** is something you plan, and then do together.

1. A school garden. Your class can dig in the dirt. You can plant seeds. You can water them and watch them grow. Soon there are flowers, or food, for the whole school.

2. Look after a bird habitat. A **habitat** is where an animal or a bird lives and finds food. Trees are a home for birds. Flowers and worms are food for birds. A clean pond is water for birds. Your class can plant trees. Your class can pick up litter near the pond. That helps the birds.

3. Raise money for something you need. Your class can get money together. You can make things and sell them. You can buy something new for the school or the town. This is called raising money.

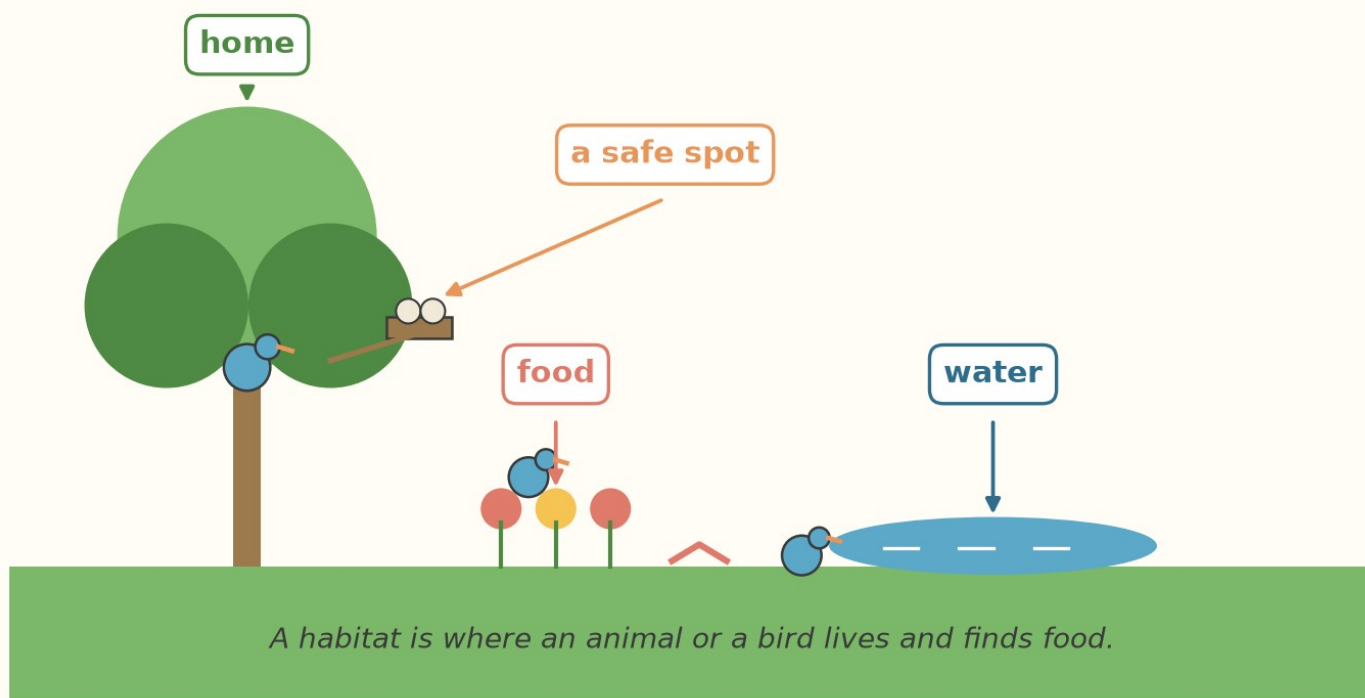
Making a school garden: four steps



A project is something you plan, and then do together.

A picture that shows four steps to make a school garden

What does a bird need where it lives?



A habitat is where an animal or a bird lives and finds food.

A picture of a bird, showing what a bird needs where it lives: a home, food, water and a safe spot

3. Read-aloud: when you help, people say thank you

When you help, people can see it. They can say thank you.

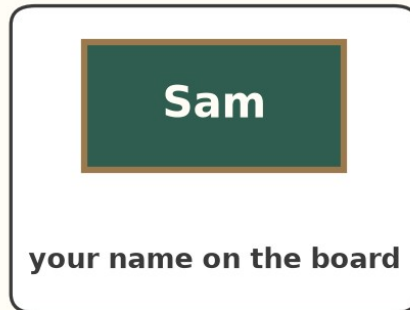
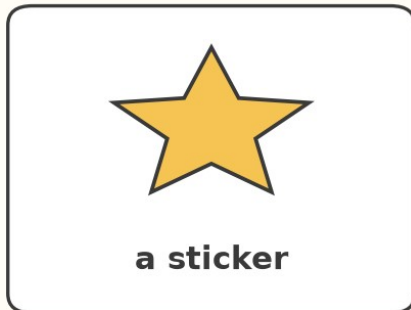
Sometimes people get an **award** for helping. An award is a special thing. It says thank you for what you did.

Here are some ways people say thank you:

- Your teacher gives you a sticker.

- Your name goes up on the class board.
- The whole school claps for you.

Ways people say thank you



An award is a special thing. It says thank you for what you did.

A picture that shows three ways people say thank you: a sticker, a name on a board, and a medal

Do people help only to get an award? Some people might say yes. But most helpers help because they care. Helping makes them feel good. An award is a nice way to say thank you. Helpers do not need one to keep helping.

4. Read-aloud: why do people help?

Why do people help? Ask your friends. You might hear lots of reasons!

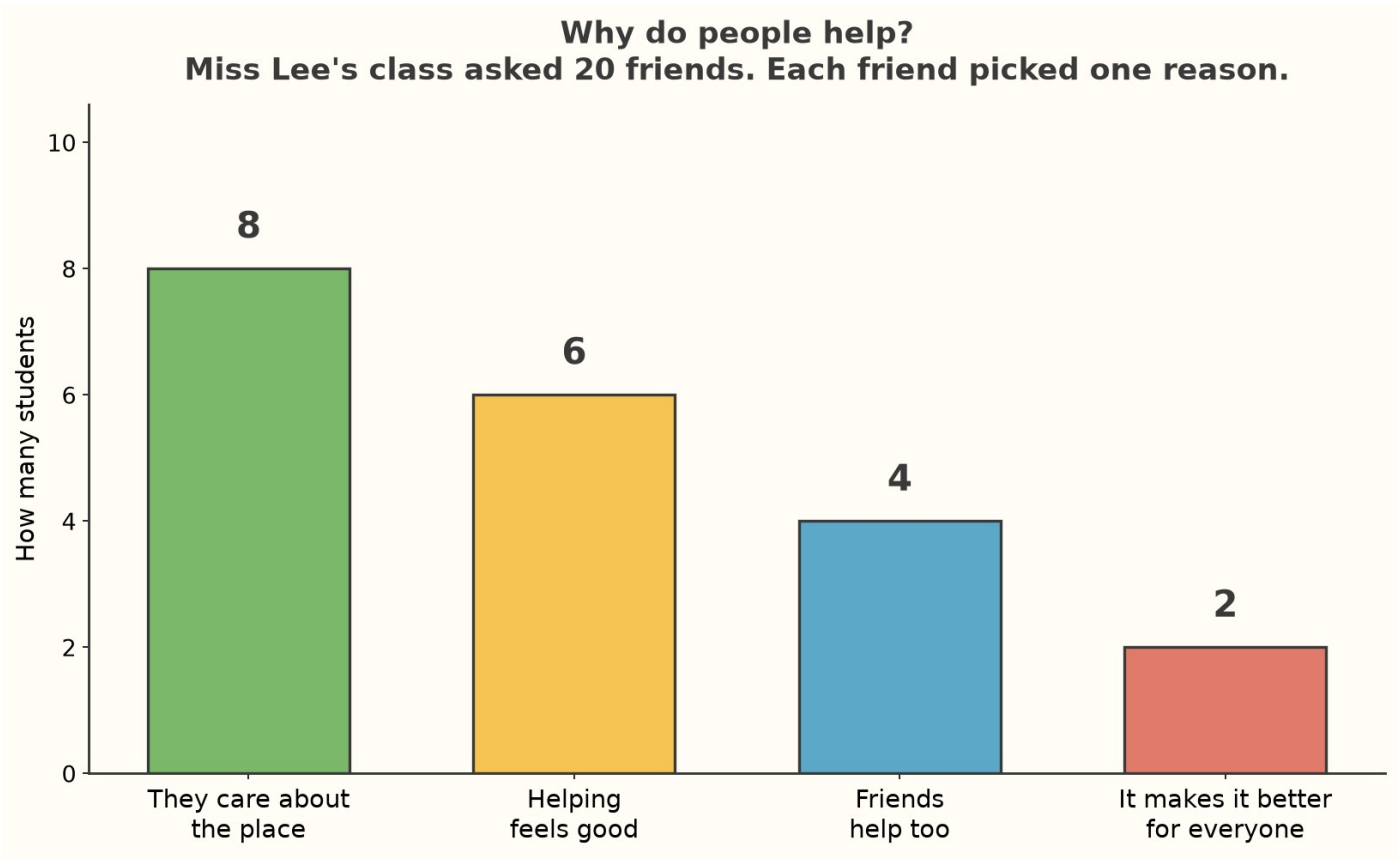
- They love the place where they live.
- They like to see people happy.
- Helping feels good.
- Someone helped them once. Now they help too.
- If everyone helps, the place gets better for everyone.

Leaders help too. A leader shows the way. A leader helps other people join in.

Volunteers help without getting paid. They help because they want to.

A big think. Do people help because they might get an award? Or do they help when nobody is watching? What do you think?

Miss Lee’s class asked 20 friends, “Why do people help?” Each friend picked one reason. The class made this chart.



A chart that shows four reasons why people help, and how many students picked each reason

Worked examples

Example 1 — what Landcare helps do, and why

The Landcare groups meet by creeks, in parks and in the bush all over Australia. Here is what they do, and why they do it.

What they do	Why they do it
Plant trees by the creek	Trees are a home for birds
Pick up litter	Litter can hurt animals
Keep the water clean	Clean water helps fish and birds

The people in Landcare are volunteers. They give their time to help the land. Their purpose is to look after the place where everyone lives.

Example 2 — Miss Lee’s class gets money together

Miss Lee’s class wants new trees for the school garden. New trees will make a home for the birds by the oval. But trees cost money. So the class plans a way to raise money.

1. The class talks about it. Everyone has a say.
2. They decide to make little bags of seeds to sell.
3. They make 10 bags. Each bag is 2 dollars.
4. They sell all 10 bags to their families. 10 bags at 2 dollars each is 20 dollars.
5. They buy two little trees. They plant them in the garden.
6. Miss Lee says thank you to the class. Each student gets a sticker.

The class helped their school, and they did it together.

Practice

P1 — Draw

Draw a helper where you live. It can be one person or a group. Write one thing they do.

This is: _____

They: _____

P2 — Sort

Look at the six cards below. Sort them into two groups: **helps people** and **helps places**. Some cards could go in both. Talk about it!

Sort the cards: helps people, or helps places?



Six picture cards, and each card shows one way to help

P3 — Match

Match each group to what it does. Draw a line from the group to its work.

Match the group to what it does

Landcare group	grows food at school
Victoria State Emergency Service volunteers	plants trees by the creek
friends of the park	keeps the park clean
garden club	helps after a big storm

Draw a line from each group to its work.

A matching picture, with helper groups on the left and what they do on the right

P4 — Finish the sentence

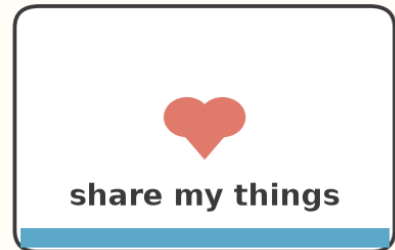
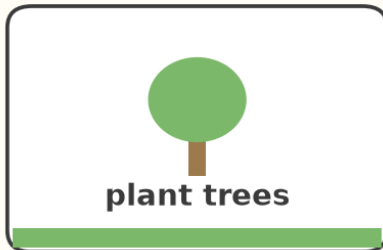
Finish each sentence. You can write words, or you can draw.

- I can help my community by _____
- Volunteers are people who _____

- People say thank you when _____

Finish the sentence

I can help my community by _____ .



A sentence to finish, with three pictures that show three ways to finish it

Talk together

T1 — Why do people help?

Sit in a circle. Take turns to say one reason why people help. Listen to your friends. Did someone say a new reason? Put your hands up if your reason was said before!

T2 — Plan a class project

Talk together: what is one thing our class could do to help? Where could we do it? Who can help? Then tell the class your plan.

Answers

P1. Answers will be different for everyone. A good answer names a helper and tells one thing they do.

P2. Helps people: reading to little kids · carrying the heavy bags · showing someone the way. Helps places: planting trees · picking up litter · watering the garden. Cards that could go in both are fine with a good reason.

P3. Landcare group → plants trees by the creek · Victoria State Emergency Service volunteers → help after a big storm · friends of the park → keep the park clean · garden club → grows food at school.

P4. Answers will be different for everyone. Look for a true way to help, a telling of what volunteers are, or a time when helping is seen.

Sources

For teachers – the named real-world referents used in this section
(SOURCE_USE.md

Rule 3: real, external, verifiable sources with retrieval dates).

1. Landcare Australia – a national network of community volunteer groups that plant trees and look after local land, creeks and the places where animals live. Used here for the Landcare group in read-aloud part 1, worked example

1
and practice P3.
<https://landcareaustralia.com.au/> (checked 26 August 2026)

2. Victoria State Emergency Service (VICSES) – Victoria's volunteer-based service
whose members help communities prepare for, and recover from, storms and floods
(clearing fallen debris, making damaged homes safe). Used here for the storm helpers in read-aloud part 1 and practice P3.
<https://www.ses.vic.gov.au/> (checked 26 August 2026)

3. "Miss Lee's class" (worked example 2 and the reasons chart in read-aloud part 4)
is an invented classroom example authored for this section. The chart data is
part of that invention, labelled as the class's own survey in the text. No real class or real survey is represented.

Curriculum traceability: VC2HC4K07 and elaborations E01-E04, cited by code from VC2_AS-CD-Elab_29-07-2026.csv (VCAA export retrieved 2026-07-29, cross-checked 2026-08-25 per TOC §1) and carried in the teacher notes at the top of this file.