

Mathematics Level 7

Chapter 2 — Laws, rights and belonging

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Rules and laws: how they differ, why laws matter, how they affect people

VC2HC4K04 (Levels 3 and 4). Draws on (codes only; VC2 wording not reproduced): .E01 rules at home and with friends — these are not laws · .E02 laws reach everyone, while rules reach one group · .E03 are class and school rules also laws? · .E04 laws you follow every day, and why following them matters. Assessed against the Level 4 standard for this code; the standard's wording is not reproduced.

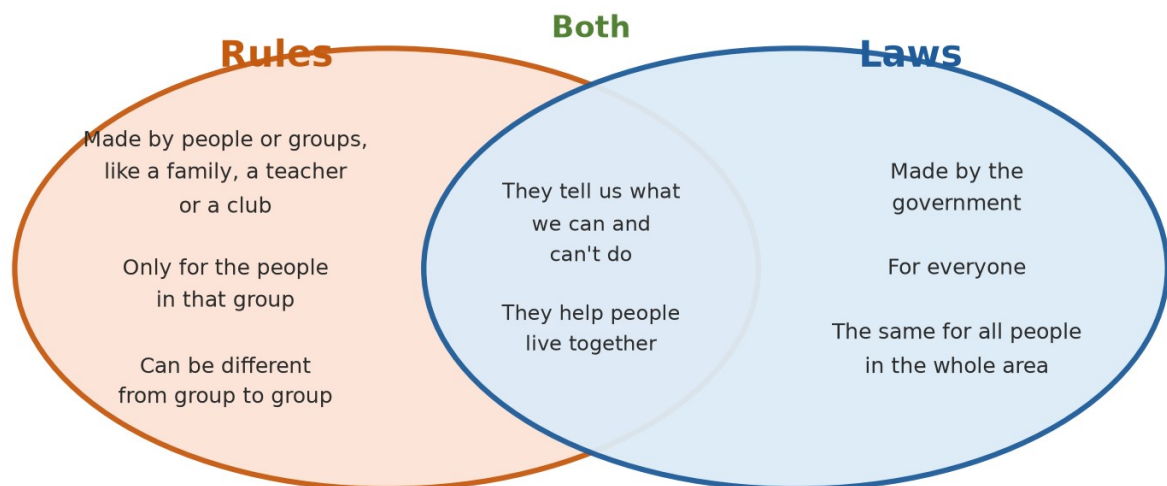
Learn

Two words we must pin down first. The Victorian Curriculum uses the term *rule* but does not define it. It uses the term *law* but does not define it. Other people may use these words in a different way, so this section states exactly what they mean here, and every question in it can be answered using these two meanings alone:

- A **rule** is a must-do or must-not-do that a person or a group makes for that group.
- A **law** is a rule the government makes for everyone. (The **government** is the group of people who make the laws and look after a whole area, like all of Victoria.)

So the two words are the same in one way — both tell us what we can and can't do — and different in two ways: **who makes them**, and **who has to follow them**.

How are rules and laws the same, and how are they different?



Rules and laws are the same in one way: they both guide what we do. They differ in who makes them and who has to follow them.

Two circles for rules and laws that share a middle part, showing how they are the same and how they are different

Rules that are not laws. Think of the rules in your life. Your family might have a rule like *put your dishes away after dinner*. You and your friends might have a rule like *take turns in the game*. Your swim club might have a rule like *no running at training*. These rules are real and they matter — but they are not laws. Each one was made by a person or a group, and each one applies only to the people in that group. That is what .E01 and .E02 are getting at: laws apply to everyone, and rules can apply to just one group.

Rules and laws, side by side

The question	A rule	A law
Who makes it?	A person or a group — your family, your teacher, or a club you belong to	The government
Who has to follow it?	Only the people in that group or place	Everyone
Where does it apply?	In that group or place (one home, one classroom, one club)	In the whole area, like all of Victoria
An example	Take turns when you play a game	Stop at a red light

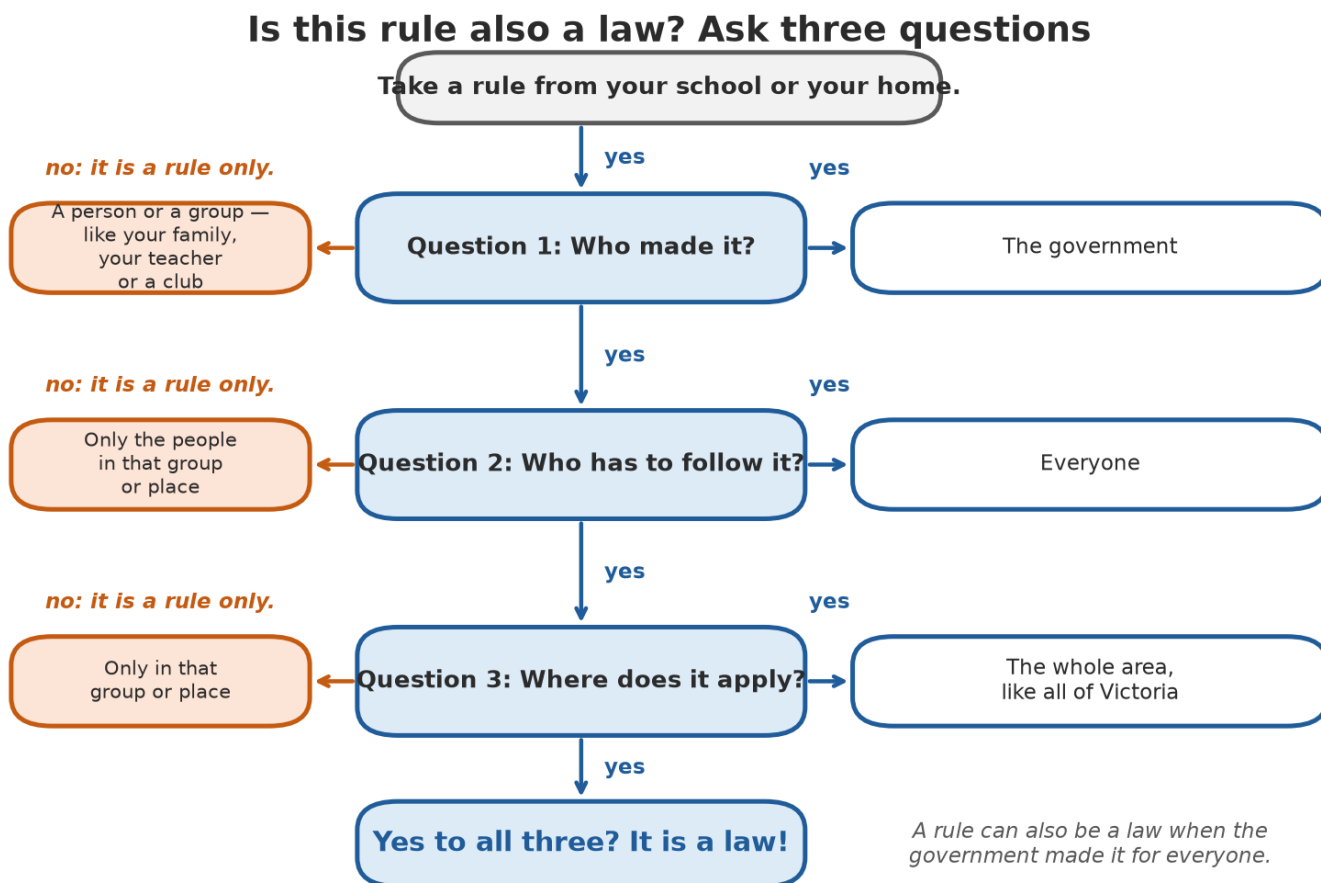
The same idea can be a rule in one place and a law in another — the difference is who made it and who it is for.

A table with a rule and a law side by side, comparing who makes it, who has to follow it, where it applies, and one example of each

The three-question test. Your classroom has rules too, like *raise your hand to speak* or *walk, don't run, inside*. Are these also laws? You can test any rule with three questions:

1. **Who made it?** A law is made by the government. A rule is made by a person or a group, like a family, a teacher or a club.
2. **Who has to follow it?** A law is for everyone. A rule is only for the people in that group or place.

3. **Where does it apply?** A law applies in a whole area, like all of Victoria. A rule applies only in its group or place.



A flowchart of the three questions: who made it, who has to follow it, and where does it apply, with a rule answer on one side and a law answer on the other

A classroom rule was made by the class or the teacher, not the government, and it only applies in one classroom — so it is a rule, not a law. But watch out: the same idea can be both. *Wear a helmet when you ride a bike* might be a rule at your school **and** a law in Victoria. The law part is rule 256(1) of the *Road Safety Road Rules 2017* (Victoria): every rider of a bicycle must wear a helmet. The school-rule part and the law part look the same; the difference is who made them and who they are for.

Source: Road Safety Road Rules 2017 (Victoria), rule 256(1) — checked 26 August 2026.

Try the test on some cards. Here are six cards, each with its answer and the reason for it. Say *rule* or *law* for each card before you look at the answer on it.

Sort the cards: is it a rule or a law?

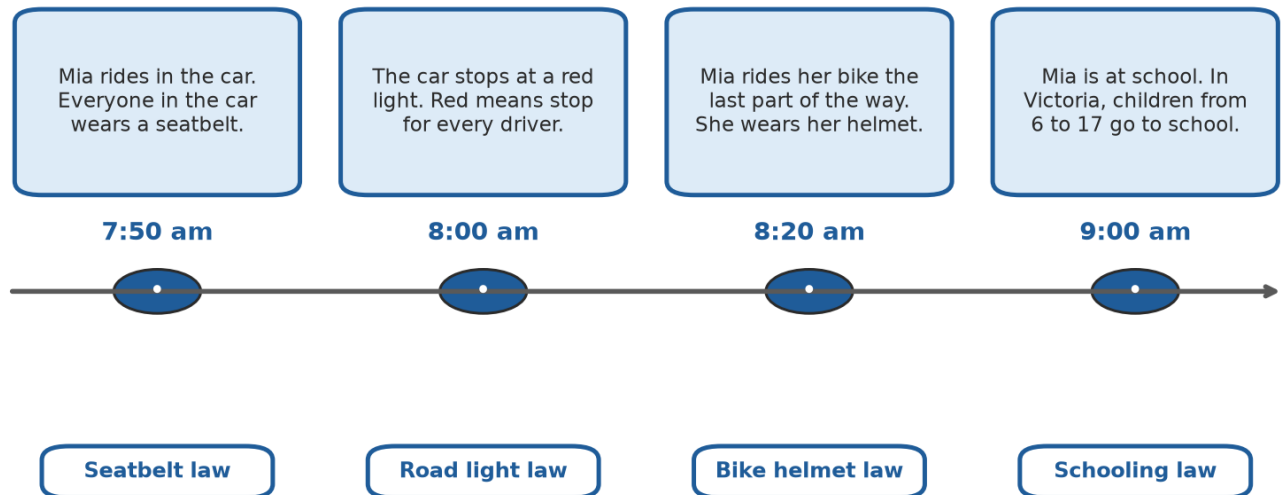
Put your dishes away after dinner RULE Your family made it. Only for your home.	Stop at a red light LAW The government made it. For everyone on the road.	Raise your hand to speak in class RULE Your class made it. Only for your classroom.
Wear a seatbelt in a car LAW The government made it. For everyone in the car.	No running at swim club training RULE The club made it. Only for club members.	Wear a helmet when you ride a bike LAW The government made it. For every bike rider.

How did you go? Check each card by asking: who made it, and who has to follow it?
Each card shows its answer and the reason. Try sorting the cards yourself before you look.

Six cards to sort into rules and laws: putting your dishes away, stopping at a red light, raising your hand to speak in class, wearing a seatbelt in a car, no running at swim club training, and wearing a helmet when you ride a bike, each card showing its answer and the reason

Laws everyone follows all the time. You already follow laws every day, without thinking about it. Look at Mia's morning:

One day, many laws: the laws Mia follows without thinking about them



Mia followed four different laws before morning tea — and she did not have to think about any of them.

A timeline of one morning showing four laws Mia follows: the seatbelt law at 7:50, the red light law at 8:00, the bike helmet law at 8:20, and the schooling law at 9:00

- **7:50 am — the seatbelt law.** Everyone in a car must wear a seatbelt — drivers and passengers. (*Road Safety Road Rules 2017* (Victoria), rules 264 and 264A.)
- **8:00 am — the red light law.** Every driver must stop at a red light. (*Road Safety Road Rules 2017* (Victoria), rule 56.)
- **8:20 am — the bike helmet law.** Every bike rider must wear a helmet. (*Road Safety Road Rules 2017* (Victoria), rule 256(1).)
- **9:00 am — the schooling law.** In Victoria, a law says children from 6 to 17 go to school (or school at home). (*Education and Training Reform Act 2006* (Victoria), section 2.1.1.)

Sources: Road Safety Road Rules 2017 (Victoria), rules 56, 264, 264A and 256(1); Education and Training Reform Act 2006 (Victoria), section 2.1.1 — checked 26 August 2026.

Mia followed four different laws before morning tea. She did not have to think about any of them. That is what **EO4** means by laws everyone follows all the time.

Why laws matter. If laws are things we follow without thinking, why are they important? Three big reasons:

Why do laws matter? Three big reasons

1. Laws keep people safe

The seatbelt law and the bike helmet law keep bodies safe if there is a crash. The red light law keeps cars from crashing into each other.

2. Laws are the same for everyone

A red light means stop for every driver — for a big truck and for your parent's car. Nobody gets to skip it.

3. Laws help people live together

The schooling law says children from 6 to 17 go to school, so every child gets to learn. Laws help everyone get a turn.

Without laws, roads would be dangerous, and it would be hard to know what to expect from other people.

Safety, same-for-everyone, and living together — this is why following laws matters.

Three cards with the three reasons laws matter: laws keep people safe, laws are the same for everyone, and laws help people live together

1. **Laws keep people safe.** Seatbelts and helmets keep bodies safe if there is a crash, and the red light law keeps cars from crashing into each other.
2. **Laws are the same for everyone.** A red light means stop for a big truck and for your parent's car. Nobody gets to skip it.
3. **Laws help people live together.** The schooling law means every child gets to learn. Laws help everyone get a turn.

What if there were no laws at all? Before you decide that laws matter, test two strong views. Hold each one up and give it a fair look:

What if there were no laws at all? Two strong views

View A: “No laws sounds great”

With no laws, you could do anything you wanted.

You could play as long as you liked and nobody could stop you.

That sounds like the most freedom in the world.

View B: “No laws sounds scary”

With no laws, anyone could do anything to you.

Someone could take your bike, and cars could go through red lights when you cross the road.

Nothing would keep you safe.

**Talk about it: which view is stronger — and why?
Both views are strong to start with. Test them before you choose.**

Two cards with two views about a world with no laws: view A says no laws sounds great because you could do anything, view B says no laws sounds scary because nothing would keep you safe

- **View A — “no laws sounds great.”** With no laws, nobody could tell you what to do. You could play as long as you liked. That sounds like the most freedom in the world. This view is strong because laws really do take away some choices — that is what they are for.
- **View B — “no laws sounds scary.”** With no laws, anyone could do anything to you. Someone could take your bike, and cars could go through red lights while you cross the road. Nothing would keep you safe. This view is strong because the freedom in View A would belong to the person who is biggest — your bike would only be yours while you could hold on to it.

Test them before you choose. Most people, after testing, land on View B: laws cost us a little freedom, and that little is the price of everyone being safe. But View A is not silly — it names the true cost of laws, and a good answer says so too. (In Section 3D you will use this kind of talk again, when your class works out together what it agrees about rules.)

Where this section fits. Section 1A looks at who makes decisions for a whole area, and meets laws for the first time. Section 3B uses an issue about a law to practise sorting information. This section gives both of them the big idea: **rules are for a group, laws are for everyone.**

A model answer: read it, then look at its three parts

Part 1 — Name the law

One law everyone follows is wearing a seatbelt in a car.

Part 2 — Say how you know it is a law

This is a law because the government made it, and it is for everyone — drivers and passengers.

Part 3 — Say why it matters

It matters because it keeps people safe if the car stops suddenly.

The recipe:

Try it yourself: pick a different law, like the bike helmet law, and write your own three parts in the same order.

A good answer names the law, says who made it and who it is for, and says why it matters.

A model answer in three parts: part 1 names the law, part 2 says how you know it is a law, and part 3 says why it matters

Worked examples

Example 1 — with help

Is *put your dishes away after dinner* a rule or a law?

Working	Comment
Who made it? My family made it.	Not the government — a family is a group.
Who has to follow it? Only the people in my home.	A law would be for everyone.
Where does it apply? Only in my home.	A law applies in a whole area.
So it is a rule , not a law.	It fails all three law questions.

Example 2 — with help

Is *stop at a red light* a rule or a law?

Working	Comment
Who made it? The government made it.	It is part of the <i>Road Safety Road Rules 2017</i> (Victoria), rule 56.
Who has to follow it? Every driver.	Not just one group — everyone.
Where does it apply? On every road in Victoria.	A whole area, not one place.
So it is a law .	It passes all three law questions.

Example 3 — on your own

Is *raise your hand to speak* a rule or a law? Use the three-question test and give your answer in one sentence.

Example 4 — on your own

The bike helmet law is one law everyone follows when they ride. Write a three-part answer about it, in the order of the model: (1) name the law, (2) say how you know it is a law, (3) say why it matters.

Practice questions

With help

Q1. Sort these into rules and laws: (a) *wear a seatbelt in a car*; (b) *put your toys away before bed*; (c) *no running at swim club training*.

Q2. Fill in the blanks: A law is made by the _____ and is for _____. A rule is made by a person or a _____ and is for the people in that _____.

Q3. Use the three-question test on *wear a helmet when you ride a bike*. Is it a law? Answer each of the three questions.

Q4. True or false? If false, fix the sentence. (a) A rule and a law are exactly the same thing. (b) A law is for everyone. (c) A family rule is a law. (d) Wearing a helmet can be a school rule and a law at the same time.

On your own

Q5. Which of these are laws, and which are only rules? Say how you know each time: (a) *stop at a red light*; (b) *take turns in the game*; (c) *tidy your room*; (d) *children from 6 to 17 go to school*.

Q6. Write a three-part model answer about the red light law: name the law, say how you know it is a law, and say why it matters.

Q7. Why is it important to follow the seatbelt law? Give two reasons.

Q8. Look again at View A and View B about a world with no laws. Which view is stronger? Give one reason for your choice, and say one true thing about the other view.

Answers

Q1. (a) law; (b) rule; (c) rule. **Q2.** government; everyone; group; group. **Q3.** Who made it? The government (rule 256(1) of the *Road Safety Road Rules 2017* (Victoria)). Who has to follow it? Every bike rider. Where does it apply? In all of Victoria. So yes — it is a law. **Q4.** (a) False — they are different: a law is made by the government and is for everyone. (b) True. (c) False — a family rule only applies to one family, so it is not a law. (d) True. **Q5.** (a) law; (b) rule; (c) rule; (d) law. **Q6.** See the worked answers below. **Q7.** It keeps people safe if the car stops suddenly; it is fair because it is the same for everyone in the car. **Q8.** Answers will differ; see the worked answers for what a good answer needs.

Worked answers

Q1. (a) *Wear a seatbelt in a car* is a **law**: the government made it and it is for everyone in a car. (b) *Put your toys away before bed* is a **rule**: your family made it and it only applies in your home. (c) *No running at swim club training* is a **rule**: the club made it and it only applies to club members.

Q2. A law is made by the **government** and is for **everyone**. A rule is made by a person or a **group** and is for the people in that **group**.

Q3. Who made it? The government — it is rule 256(1) of the *Road Safety Road Rules 2017* (Victoria). Who has to follow it? Every rider of a bicycle, not just one group. Where does it apply? In all of Victoria, not just one place. It passes all three law questions, so it is a **law**.

Q4. (a) **False**. A rule and a law are different: a law is made by the government and applies to everyone, and a rule is made by a person or a group and applies to that group. (b) **True**. (c) **False**. A family rule applies only to one family, and a law applies to everyone, so a family rule is not a law. (d) **True**. The same idea can be both: a school can make it a rule, and the government made it a law for every rider.

Q5. (a) *Stop at a red light* is a **law** — the government made it for every driver. (b) *Take turns in the game* is a **rule** — the players made it for that game only. (c) *Tidy your room* is a **rule** — your family made it for your home only. (d) *Children from 6 to 17 go to school* is a **law** — the government made it for everyone in Victoria (*Education and Training Reform Act 2006* (Victoria), section 2.1.1).

Q6. A full-marks answer has all three parts in order. For example: (1) One law everyone follows is stopping at a red light. (2) This is a law because the government made it, and it is for every driver, not just one group. (3) It matters because it keeps cars from crashing into each other, so people are safe on the roads. One mark per part; the parts must say *who made it*, *who it is for* and *why it matters*, not just repeat the law.

Q7. Two reasons from: it keeps people safe if the car stops suddenly or there is a crash; it is the same for everyone, so nobody gets to skip it; it helps people live together, because everyone knows what to expect from everyone else in a car.

Q8. A good answer chooses one view, gives one reason for it, and says one true thing about the other view. For example: “View B is stronger, because with no laws my bike would only be mine while I could hold on to it, so I would not be safe. But View A is right that laws take away some choices.” Choosing View A can also score full marks if its reasons are good — for example, “View A is stronger, because nobody should decide for everyone else” — but it must then answer the safety worry: who keeps people safe at a red light? Marks are for how good your reasons are, not the side you pick.

Rights and responsibilities in our communities

Chapter 2 · Laws, rights and belonging — Section 2B

What this section teaches — VC2HC4K05 (Levels 3 and 4)

Draws on (codes only; VC2 wording not reproduced):

- .E01 the reason every person has rights, and why these rights are important
- .E02 every right brings a responsibility with it — and why that job matters
- .E03 the communities you belong to, and what you may do and must do in each one

Assessed against the Level 4 achievement standard for this code; the standard's wording is not reproduced.

Big ideas

You belong to many groups. Your family is a group. Your class is a group. Your team is a group. A group of people who belong together is called a **community**. You are part of a community at home, at school and in your local community.

Two big words in this section are **right** and **responsibility**.

Two big words in this section

What is a right?

A right is something you should be allowed to have or do. Other people should keep it safe for you.

to learn

to play

to be safe

to have a say

What is a responsibility?

A responsibility is something you should do. It is your job to look after it.

to listen

to share

to help

to look after things

Two boxes side by side. The blue box says: a right is something you should be allowed to have or do, and other people should keep it safe for you, with chips to learn, to play, to be safe, to have a say. The orange box says: a responsibility is something you should do, it is your job to look after it, with chips to listen, to share, to help, to look after things.

Two big words — and how we use them here

Words like *rights* and *responsibilities* can be used in different ways. In this section we use them the way the **United Nations Convention on the Rights of the Child** (1989) uses them, in simple words:

- A **right** is something you should be allowed to have or do. Other people should keep it safe for you.
- A **responsibility** is something you should do. It is your job to look after it.

Other people may use these words in other ways, and that is okay.

Why do people have rights? Not because they are tall. Not because they are good at something. People have rights because they are people. Every child has rights, just because they are a child.

Rights are important. They keep you safe. They let you learn and play. They give you a say in the things that happen to you.

In 1989, countries around the world agreed on a list of rights for every child. This list is called the United Nations Convention on the Rights of the Child. Australia promised to follow it in 1990. World Children's Day is on 20 November, the day the list was agreed. Here are four rights from the list, in simple words.

Source

United Nations Convention on the Rights of the Child (1989)

This convention is a big promise about the rights of all children. Here are four of its rights, in simple words.

Article 12

You have the right to say what you think, and to be heard.

Article 19

You have the right to be kept safe from harm.

Article 28

You have the right to learn.

Article 31

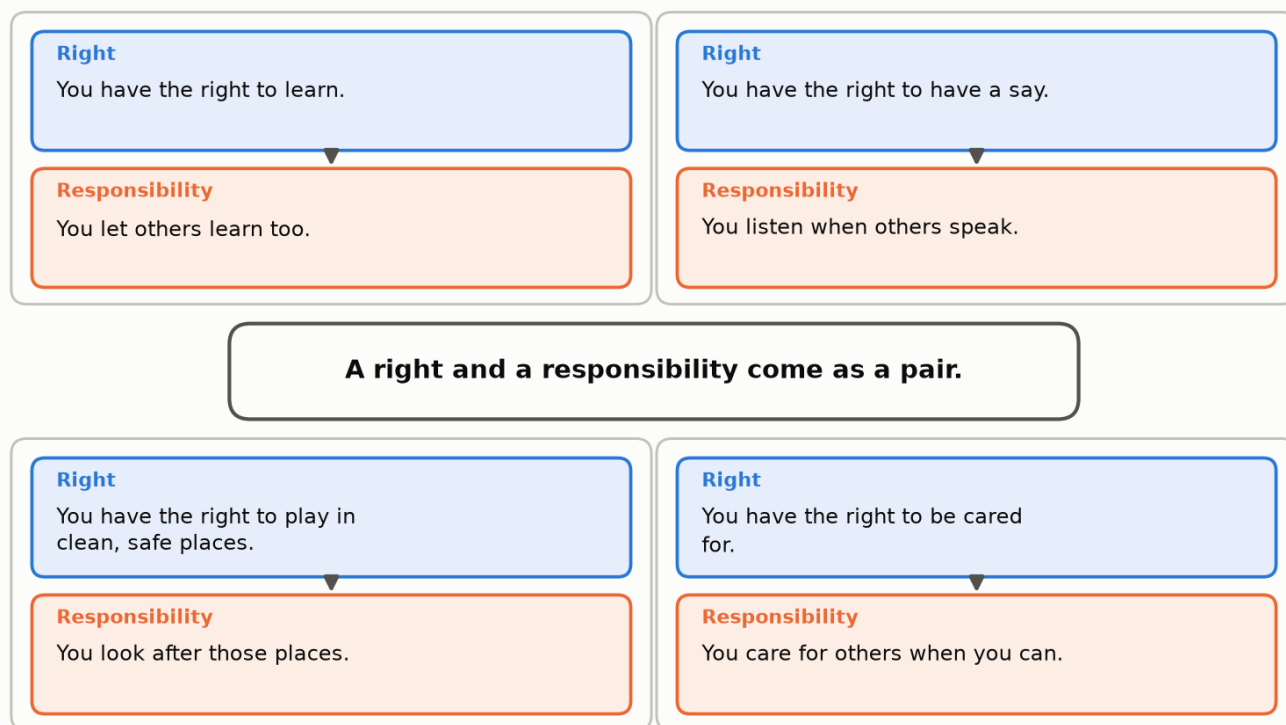
You have the right to rest and play.

Countries around the world agreed to this list in 1989. Australia promised to follow it in 1990. World Children's Day is on 20 November, the day the list was agreed.

A source box with a gold frame. It shows four rights from the United Nations Convention on the Rights of the Child, 1989. Article 12: you have the right to say what you think, and to be heard. Article 19: you have the right to be kept safe from harm. Article 28: you have the right to learn. Article 31: you have the right to rest and play. A note says countries around the world agreed to this list in 1989, and Australia promised to follow it in 1990.

Every right brings a responsibility. A right and a responsibility come as a pair. When you have a right, you also have a job to do with it.

Every right brings a responsibility



Four pair cards under the heading *Every right brings a responsibility*. Each card shows a right in a blue box with an arrow to a responsibility in an orange box. Right to learn, you let others learn too. Right to have a say, you listen when others speak. Right to play in clean, safe places, you look after those places. Right to be cared for, you care for others when you can. A banner says: *a right and a responsibility come as a pair*.

Why are responsibilities important? Think about a classroom where everyone talks at once. No one can learn. The right to learn only works when everyone does their part. Think about a playground full of rubbish. No one wants to play there. The right to play in a clean, safe place only works when everyone puts their rubbish in the bin and looks after the space.

Your communities. You are part of many communities at the same time. In each one, you have rights and you have responsibilities.

Rights and responsibilities in your communities

Community	Your rights	Your responsibilities
Your family	to be cared for and kept safe	to help at home, like setting the table
Your classroom	to learn	to do your best work and let others learn
Your school	to play safely at lunchtime	to keep the playground clean and safe
Your team or club	to have a turn and take part	to come along and have a go, even when things are hard
Your local community	to use the park, the library and other shared places	to look after them, like putting your rubbish in the bin

Everyone in a community has rights and responsibilities — children and adults.

A table titled *Rights and responsibilities in your communities*. Rows: *your family, your classroom, your school, your team or club, your local community*. Each row shows one right in blue and one responsibility in orange, such as: *in your local community you have the right to use the park, the library and other shared places, and the responsibility to look after them, like putting your rubbish in the bin*. A note says *everyone in a community has rights and responsibilities, children and adults*.

Children are not the only ones with rights and responsibilities. Adults have them too. Your teacher has the right to be heard, and the responsibility to keep the class safe. Your parent or carer has the right to a say, and the responsibility to care for you.

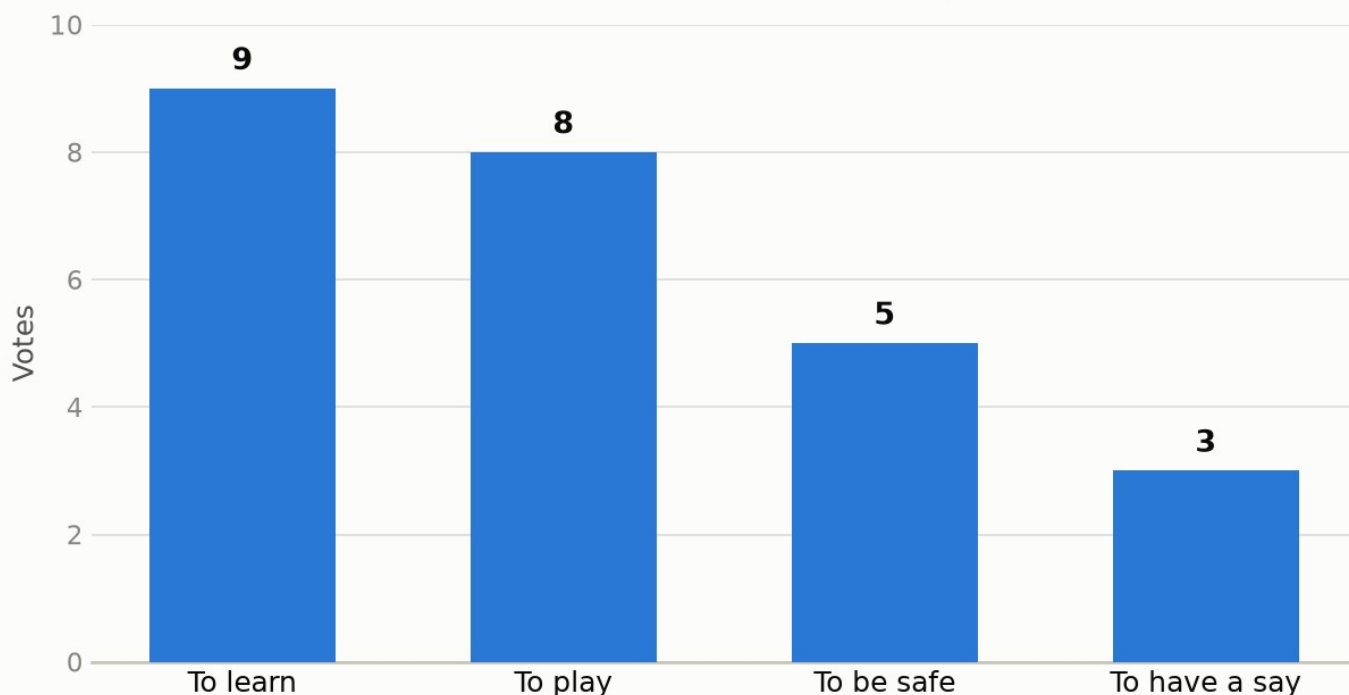
Some responsibilities do not come from a right. They come from being part of a group. Setting the table at home is one. A classroom job is one. Feeding the class pet is one. You do these jobs because you are part of the team.

In Section 2A you met rules — the things a group agrees on so everyone can get along. Rights and rules work together: rules help keep rights safe.

Which right matters most? One way to see why rights are important is to ask people which right matters most to them. This chart shows a model survey from a make-believe class. You can try a survey in your own class too.

Which right matters most to you?

A model class survey: 25 votes (model data, made for practice)



Read the chart, then try a survey in your own class.

A bar chart titled Which right matters most to you? A model class survey with 25 votes, model data made for practice. Bars: to learn, 9 votes; to play, 8 votes; to be safe, 5 votes; to have a say, 3 votes. A note says read the chart, then try a survey in your own class.

Worked examples

Example 1 — with help

Is each sentence a **right** or a **responsibility**?

- a) You can borrow books from the library.
- b) You look after the books you borrow.

Working

Why

a) right

It is something you should be allowed to do.

b) responsibility

It is something you should do. It is your job to look after the books.

The strategy: ask, *should I be allowed to have or do it (a right), or should I do it (a responsibility)?*

Example 2 — with help

Complete the pair. **Right:** You have the right to play safely. **Responsibility:** ?

Working

Why

I play in safe ways and keep the space safe.

My right to play comes with a job: keep the space safe for everyone.

Example 3 — by yourself

Choose a community you are part of. Write one right and one responsibility you have in it.

Model: My team. I have the right to take part. I have the responsibility to come along, try my best and let everyone have a turn.

Example 4 — by yourself

Why does the right to play matter? Use the sentence frame:

The right to play is important because _____. Without it, children _____.

Model: The right to play is important because play helps children learn and stay happy and healthy. Without it, children would miss out on fun, friends and time to rest.

Practice questions

With help

Q1. Use the word bank to finish each sentence. **Word bank:** community · right · responsibility · pair

- a) A group of people who belong together, like your family or your class, is a _____.
- b) Something you should be allowed to have or do is a _____.
- c) Something you should do — your job to look after — is a _____.
- d) A right and its responsibility come as a _____.

Q2. Sort these eight cards into two groups: rights and responsibilities. (You will sort rights and responsibilities again in Section 3B.)

Sort these cards into two groups: rights and responsibilities

1 You get time to play at school.	2 You listen when others are talking.	3 You can borrow books from the library.	4 You look after the books you borrow.
5 You get to learn in a clean classroom.	6 You put your rubbish in the bin.	7 You can tell a trusted adult if you feel unsafe.	8 You keep your hands and feet to yourself.

Eight numbered cards to sort. 1: you get time to play at school. 2: you listen when others are talking. 3: you can borrow books from the library. 4: you look after the books you borrow. 5: you get to learn in a clean classroom. 6: you put your rubbish in the bin. 7: you can tell a trusted adult if you feel unsafe. 8: you keep your hands and feet to yourself.

Q3. Draw a line from each right to the responsibility that comes with it.

Draw a line from each right to the responsibility that comes with it

1 You have the right to learn.	A You listen when others speak.
2 You have the right to play safely.	B You share them and look after them.
3 You have the right to have a say.	C You do your best and let others learn.
4 You have the right to be cared for.	D You care for others too.
5 You have the right to use shared things.	E You play in safe ways and keep the space safe.

One responsibility goes with each right. Each is used once.

A matching task. Left, five blue cards: 1 you have the right to learn; 2 you have the right to play safely; 3 you have the right to have a say; 4 you have the right to be cared for; 5 you have the right to use shared things. Right, five orange cards: A you listen when others speak; B you share them and look after them; C you do your best and let others learn; D you care for others too; E you play in safe ways and keep the space safe.

Q4. Use the survey chart in the Big ideas.

- Which right got the most votes?
- Which right got the fewest votes?
- How many more votes did “to learn” get than “to have a say”?
- How many votes were there altogether? Check by adding: $9 + 8 + 5 + 3$. Did everyone in the class of 25 vote?

Q5. Look at the communities table in the Big ideas. Pick one community and write one **more** right you have in it.

Q6. Yes or no: adults have rights and responsibilities too. Give one example from home or school.

By yourself

Q7. Name a community you are part of that we did not use in this section. Write one right and one responsibility you have in it.

Q8. Explain what “come as a pair” means, with one example. Start with: *When I have the right to ...*

Q9. Give two reasons why rights are important.

Q10. A class uses its rights but forgets its responsibilities. What are two things that could happen in that classroom?

Q11. Your school is starting a lunchtime garden club to look after the school garden. Write one right and one responsibility for club members.

Q12. Poster maker. Write two rights and two responsibilities for your classroom, like the model poster below. Keep them short so they fit on a poster. (You will make a poster like this in Section 3E.)



A model poster with a gold frame titled Our classroom: rights and responsibilities. Blue column, our rights: we learn; we play safely; we have a say; we are safe and cared for. Orange column, our responsibilities: we do our best and let others learn; we take turns and share; we listen to each other; we look after our room and our things. A banner says: a right for me comes with a responsibility for me.

Answers

Q1. a) community b) right c) responsibility d) pair **Q2.** Rights: cards 1, 3, 5, 7. Responsibilities: cards 2, 4, 6, 8. **Q3.** 1–C, 2–E, 3–A, 4–D, 5–B. **Q4.** a) To learn. b) To have a say. c) 6 more votes ($9 - 3 = 6$). d) 25 votes; yes, everyone voted. **Q5.** Model: In my classroom, I have the right to ask questions. (Answers will vary.) **Q6.** Yes. Model: My parent or carer has the right to a say, and the responsibility to care for me. **Q7–Q12.** See worked answers for models. Your answers will vary.

Worked answers

Q7. Model: My swimming squad. I have the right to have a turn. I have the responsibility to wait for my turn and cheer for others.

Q8. Model: “Come as a pair” means that when I have a right, I also have a job to do with it. When I have the right to learn, I have the responsibility to do my best and let others learn.

Q9. Model: Rights are important because (1) they keep people safe, and (2) they let everyone learn, play and have a say.

Q10. Model: (1) No one can learn, because everyone talks at once. (2) The room gets messy and unsafe, because no one looks after it.

Q11. Model: Right: club members have the right to help in the garden and share what it grows. Responsibility: members water the plants and put scraps in the compost bin, so the garden stays healthy.

Q12. Model: Rights: we learn; we have a say. Responsibilities: we listen to each other; we look after our room and our things.

The diverse groups we belong to, and why they matter to identity

For teachers and families — what this section teaches. Content description **VC2HC4K06** (codes only; VC2 wording not reproduced). This section teaches it through **VC2HC4K06.E01** (the social, cultural and religious kinds of groups you belong to, and what makes you feel you belong) and **VC2HC4K06.E02** (beliefs, traditions and symbols in different groups — listed and compared). Assessed against the Level 4 achievement standard for this code; the standard's wording is not reproduced.

Big idea

You are one person, but you belong to **many groups**. Your family is a group. Your class is a group. A team you play on is a group. All these groups help to make you *you*. That is your **identity**.

In this section you will:

- name the different groups you and other people belong to;
 - describe what makes you feel that you belong to a group;
 - list and compare the **beliefs**, **traditions** and **symbols** groups use;
 - explain why the groups we belong to matter to our **identity**.
-

Key words

These words are used in this section. Read them before you start.

Word	What it means
group	people who are together because they share something
belong / belonging	being part of a group; feeling welcome and that you fit in
community	people who live in the same area, or who share something
culture / cultural	the way of life a group shares — food, language, stories and celebrations
religion / religious	a group's beliefs about life and the world, often with special days and places
belief	something a person or group thinks is true or important
tradition	something a group has done for a long time and keeps doing, like a special way to celebrate
symbol	something that stands for something else, like a badge or a flag
diverse / diversity	many different kinds. A diverse group has lots of different people in it
identity	who you are. All the things that make you, you

1. We all belong to groups

Look at the picture below. One person is in the middle. All the groups they belong to are around them.



A belonging map with the word ME in a yellow circle in the middle, joined by lines to eight group bubbles: my family, my class, my friends, sports team, culture group, faith group, music club and my local area.

You belong to groups too. Some groups you are born into, like your family. Some groups you join, like a club or a team. Some groups you are part of without choosing, like your class and your **local area** — the streets and parks near where you live.

Think about it: how many groups do *you* belong to? Most people can name lots!

2. Different kinds of groups

Groups come in many kinds. Here are some common ones.

Different kinds of groups

Type of group	Example	What members share
Family	your house, grandparents	care, home, time together
School group	your class, a club	learning, rules, activities
Friends	your mates, a play group	fun, trust, games
Sport or hobby team	footy, dance, chess	a shared activity, practice
Culture group	a community that shares food, language or stories	ways of celebrating
Faith group	a church, mosque, temple or other faith community	beliefs and special days
Local area	the streets and parks near where you live	the same local place

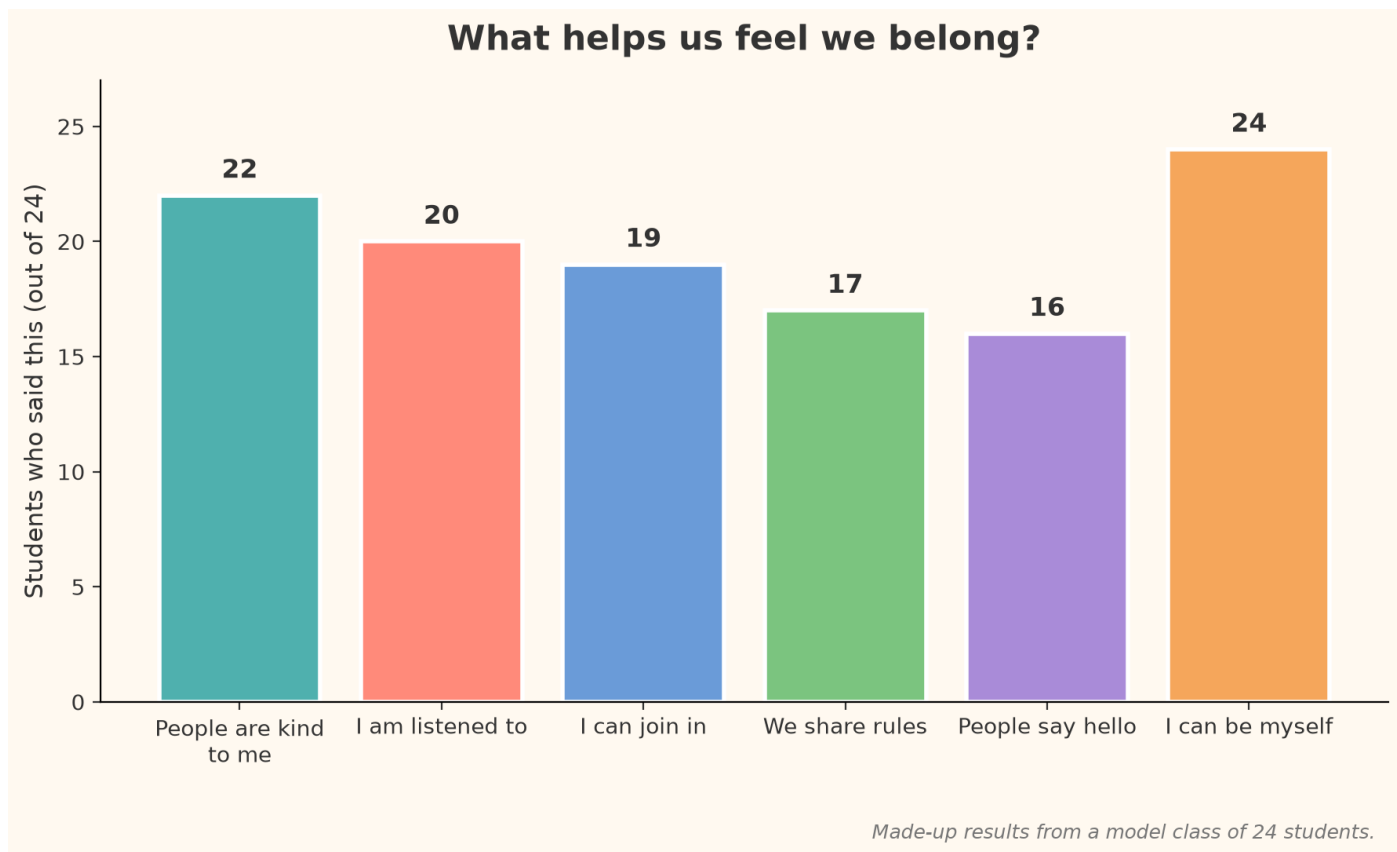
A table of group types with an example and what members share: family, school group, friends, sport or hobby team, culture group, faith group and local area.

Notice that every group shares something. A family shares a home and care for each other. A sports team shares an activity. A **culture group** shares ways of celebrating, and maybe a language or stories. A **faith group** shares beliefs and special days.

Some of your groups are **social** (like friends), some are **cultural**, and some are **religious**. That mix of different kinds of groups is part of what makes every person, and every community, **diverse**.

3. What makes us feel we belong?

Belonging is a feeling. You feel you belong when you are welcome and when you fit in. A model class of 24 students was asked, “What helps you feel you belong?” Here is what they said.



*A bar chart titled **What helps us feel we belong**, showing made-up results from a model class of 24 students. The tallest bars are **I can be myself**, **people are kind to me**, and **I am listened to**.*

The class said the biggest help was being able to be yourself. Being treated kindly, being listened to, and being able to join in all help too. When a group does these things, its members feel they belong.

4. Identity — who you are

Your **identity** is who you are. It is made of many things, and the groups you belong to are a big part of it.

My identity: the things that make me, me



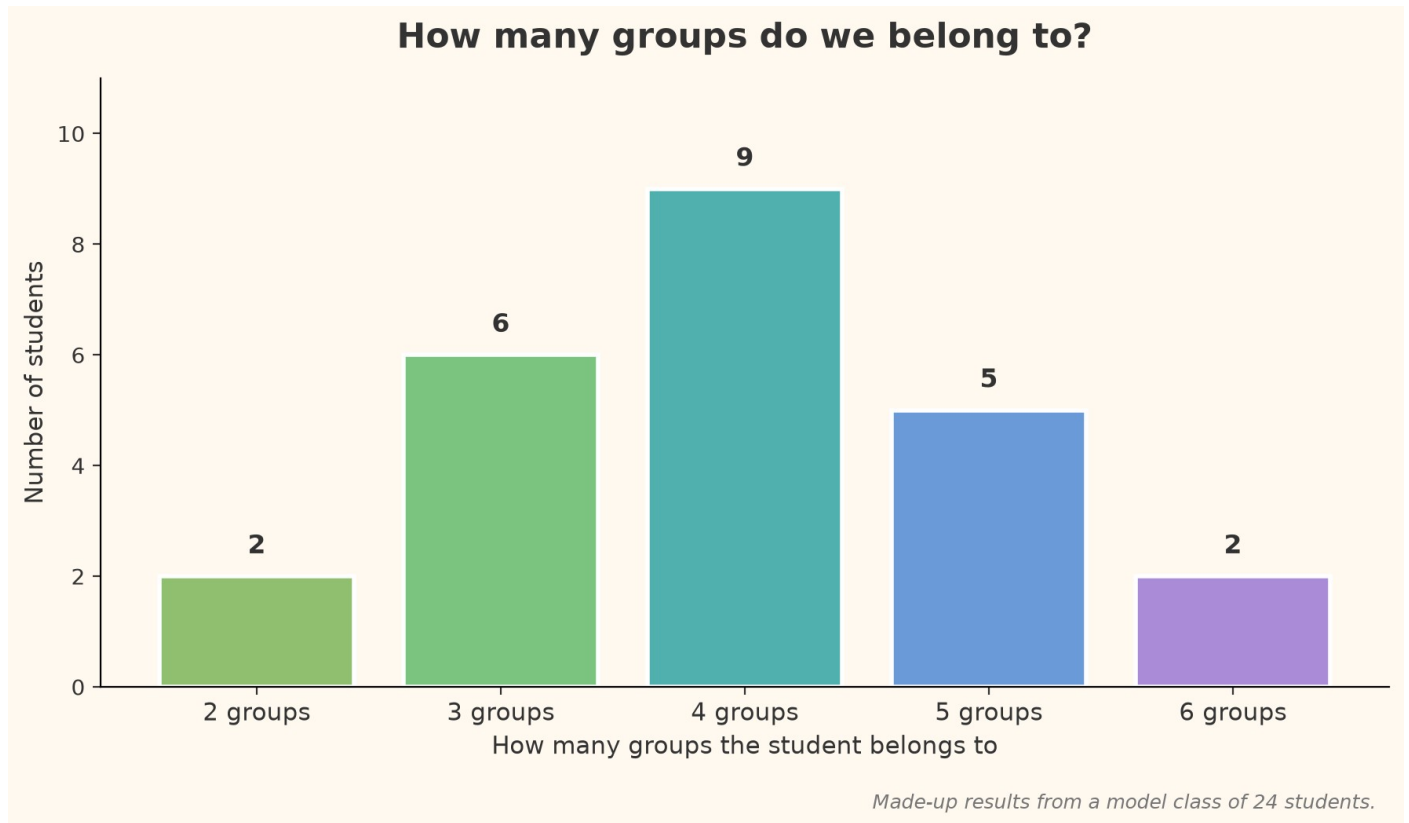
Identity means who you are. Many things help to shape it.

A labelled diagram with Who I am in an orange circle in the middle, joined to six bubbles: the groups I belong to, the people I love, the things I like doing, the places I live and play, my language and stories, and the things I believe.

Your groups help to shape your identity. If you belong to a family that cooks a certain food, or a faith group with special days, or a team you love, those things become part of who you are. Two people can be in the same class and still have different identities, because they belong to different groups outside school.

5. Diversity — everyone's mix is different

Every person has their own mix of groups. The same model class counted how many groups each student belongs to.



*A bar chart titled **How many groups do we belong to**, showing made-up results from a model class of 24 students. Most students belong to 3, 4 or 5 groups, with a few at 2 and a few at 6.*

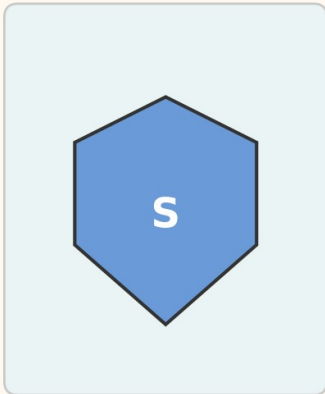
No two students had exactly the same mix. That is **diversity**. A community is diverse when its people belong to many groups of different kinds — social groups, cultural groups and religious groups. Diversity is a good thing — it means a community has many kinds of people, ideas and ways of doing things.

6. Beliefs, traditions and symbols

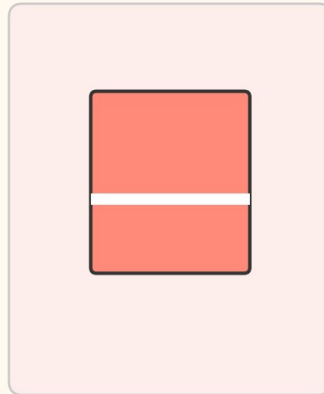
Groups show who they are with **beliefs**, **traditions** and **symbols**.

A **symbol** is something that stands for something else.

A symbol is something that stands for something else



A school badge shows which school you go to.



Team colours show which team you support.



The Australian flag is a symbol of our country.

A labelled diagram of three symbols: a school badge that shows which school you go to, team colours that show which team you support, and the Australian National Flag with the Union Jack, the seven-pointed Commonwealth Star and the Southern Cross, described as a symbol of our country.

The Australian National Flag is a symbol of our country. It has three parts: the Union Jack (which remembers Australia's early links to Britain), the Commonwealth Star (its seven points stand for the six states and the territories), and the Southern Cross (a group of stars you can see in the southern sky). (*Flag description: Australian Government and Wikipedia, retrieved 2026-08-26.*)

Different groups use different beliefs, traditions and symbols. Here are some examples.

Beliefs, traditions and symbols of different groups

Group	A belief	A tradition	A symbol
School	We help each other learn.	A school fete or assembly	School badge
Sports team	We do our best, together.	A team cheer before a game	Team colours
Culture group (Lunar New Year)	We welcome a fresh, lucky new year.	Family meals and red decorations	Red lanterns
Faith group (Diwali)	Light is something special.	Lighting small lamps	Small lamps

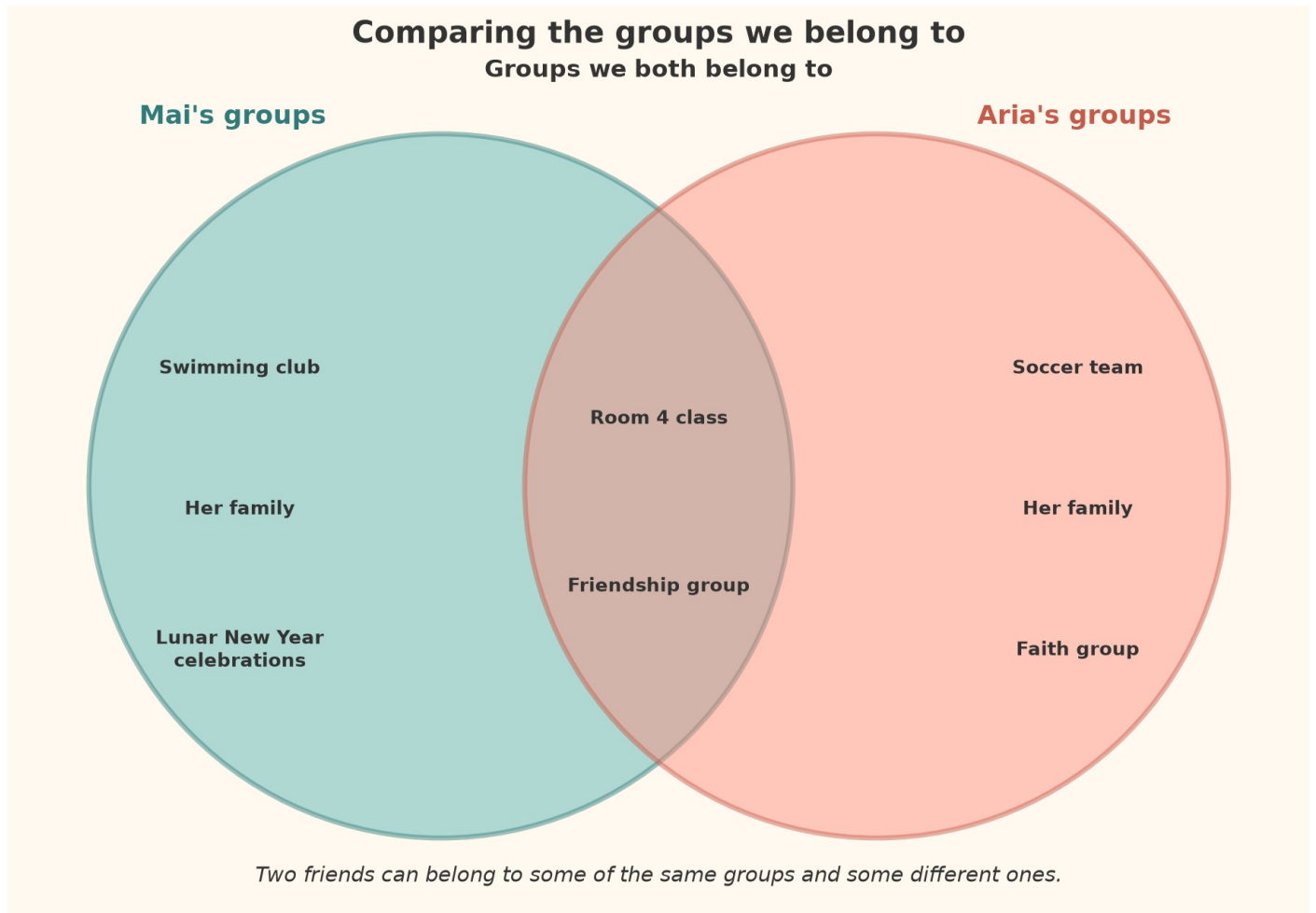
Examples only. Real groups may do things in their own way.

A table matching example groups with a belief, a tradition and a symbol: school, sports team, a culture group celebrating Lunar New Year, and a faith group celebrating Diwali.

For example, some people in Australia celebrate **Lunar New Year** with family meals and red decorations, and some celebrate **Diwali**, a festival of light, by lighting small lamps. Other groups have their own special days and ways. These beliefs, traditions and symbols matter because they help members feel they belong, and they are part of the group's identity.

7. Comparing the groups we belong to

Two friends can share some groups and have different ones too. Look at Mai and Aria.



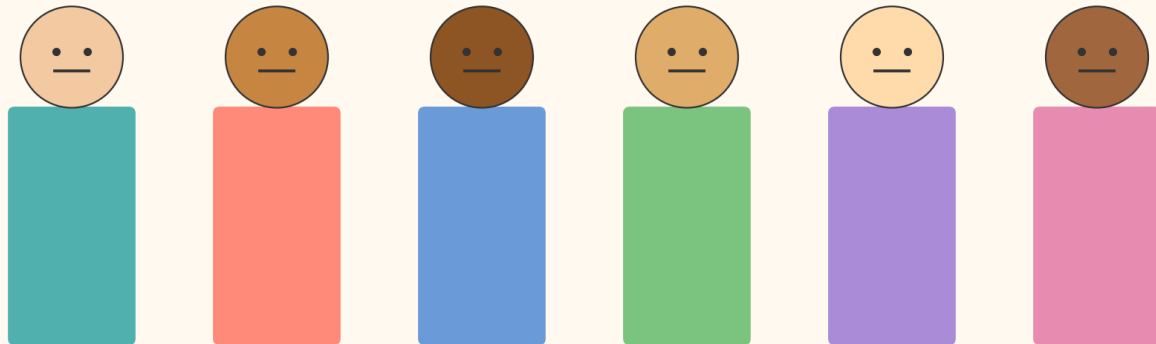
A Venn diagram comparing the groups two friends belong to. The left circle lists Mai's groups: swimming club, her family, Lunar New Year celebrations. The right circle lists Aria's groups: soccer team, her family, faith group. The middle overlap lists groups they both belong to: Room 4 class and friendship group.

Mai and Aria are in the same class and the same friendship group, so they share those. But Mai is in a swimming club and celebrates Lunar New Year, while Aria is in a soccer team and belongs to a faith group. Both girls are in the same class, yet their identities are a little different because their mix of groups is different.

8. Everyone belongs

Australia is a diverse country. People in our communities come from many cultures and speak many languages, and they belong to many faiths. In Australia, **Harmony Week** is celebrated around 21 March each year. It is a time to celebrate our many cultures and to remember a simple message: *everyone belongs*.

Everyone belongs



In Australia, Harmony Week celebrates the many cultures, languages and faiths that make up our communities.

A poster with an orange banner that reads *Everyone belongs* above a row of six people with different skin colours wearing different coloured shirts, with a caption about Harmony Week celebrating Australia's many cultures, languages and faiths.

Because our groups are diverse, we show **respect** for each other. Respect means being kind to people even when their groups, beliefs, traditions or symbols are different from yours. You do not have to belong to someone's group to respect it. When everyone is respected, everyone belongs.

Worked examples

Example 1 — a model belonging map (read and notice)

Here is how a student, Mai, describes her groups and her identity.

"I am Mai. I belong to my family, and to Room 4 at school. I am in a swimming club, and I celebrate Lunar New Year with my family. These groups make me feel I belong, because people are kind to me and I can be myself. My groups are part of who I am."

Notice what Mai did: she *named* her groups, said *what makes her feel she belong*, and linked them to *who she is* (her identity).

Example 2 — comparing beliefs, traditions and symbols (walkthrough)

Compare a school and a sports team using the three ideas.

	School	Sports team
A belief	We help each other learn.	We do our best, together.
A tradition	A school fete or assembly.	A team cheer before a game.
A symbol	The school badge.	The team colours.

To compare two groups, look at each row and say what is the same kind of thing and how it is different. Both groups have a belief, a tradition and a symbol — but the belief, tradition and symbol are different for each group.

Your turn — activities

- Q1.** List four groups you belong to. Put them into kinds: social, cultural or religious (a group can be more than one kind).
- Q2.** Draw your own belonging map like the one at the start. Put yourself in the middle and your groups around you.
- Q3.** Choose one group you belong to. Write one sentence for each: a belief, a tradition and a symbol of that group.
- Q4.** Compare your groups with a friend or classmate. Name one group you share and one group that is different. You can draw a Venn diagram like Mai and Aria's.
- Q5.** Look at your belonging map from Q2. Explain in one or two sentences why your groups matter to your identity.
- Q6.** Name two ways your class can show respect for people whose groups are different from yours.
-

Example answers

These are examples. Your answers will be about *your* groups, so they can be different and still be right.

Q1. An example: my family (social and cultural), my class (social), my football club (social), my faith group (religious). Any four groups you really belong to are fine, sorted into kinds.

Q2. Your map should have you in the middle and a bubble for each group, joined by lines. Check that each bubble is a group you belong to.

Q3. An example for a school: belief — “we help each other learn”; tradition — “our school fete”; symbol — “the school badge”. Your three sentences should each name one of the three ideas.

Q4. An example: “We are both in Room 4, so we share that group. I am in a dance group and my friend is in a soccer team, so those are different.” A shared group and a different group, each named, is a full answer.

Q5. An example: “My groups matter to my identity because they are part of who I am. My family and my culture group taught me my language and my special days.” A good answer names your groups and says how they help make you, you.

Q6. An example: “We can learn about other groups’ special days, and we can be kind to everyone even if their groups are different.” Any two actions that show respect and welcome are good.

Ideas that stick

- You belong to many groups — family, class, friends, teams, culture groups and faith groups.
- **Belonging** is the feeling of being welcome and fitting in.
- Your groups help to shape your **identity** — who you are.
- People belong to different mixes of groups. That is **diversity**, and it is a good thing.
- Groups show who they are with **beliefs, traditions** and **symbols**.
- When we show **respect** for different groups, everyone belongs.

Where next? The groups you named here are used again when you sort the communities you belong to (section 3B) and when you look at how people take part in and contribute to their communities (section 2D).

Participating and contributing in communities

Chapter 2 — Laws, rights and belonging · Section 2D · Sub-strand: Citizenship, diversity and identity · Book: Civics and Citizenship 4

For the teacher — VC2 codes: VC2HC4K07 (Levels 3 and 4); draws on VC2HC4K07.E01, VC2HC4K07.E02, VC2HC4K07.E03 and VC2HC4K07.E04 (codes only; VC2 wording not reproduced).

- **VC2HC4K07.E04** — *taught here in the neutral form required by TOC §2A #2: the motivations of local community volunteers and leaders. The “Elders” element is excluded from this book and is not taught; nothing is named in its place.*

Assessed against the Level 4 achievement standard for VC2HC4K07; the standard’s wording is not reproduced.

Links. Builds on 1B (why we belong to groups) and 2B (rules that help us get on). Links to 1C (the local council looks after local places). Feeds forward to 3A (questions about who takes part) and 3E (pictures of people contributing to communities).

In this section we look at why people join in and help, and how **you** can join in and help too.

Words we use

Some of the words in this section are big. Here is how we use them.

- **community** — a group of people who share something. It may be a place (your street, your town), a school, or something they love (a sport, a game).
- **participate** — to join in. To take part.
- **contribute** — to give something that helps. A **contribution** is the thing you give: your hands, your ideas, your time, or some money.
- **volunteer** — a person who helps without pay, because they choose to.
- **leader** — a person a group looks to, who helps the group work out what to do and then do it.
- **motivation** — the reason why a person does something.
- **virtual community** — a group of people who meet and help each other on the internet, instead of in one place.
- **habitat** — the place where an animal or plant lives and gets what it needs.
- **project** — a plan a group works on together, with a job to finish.
- **recognise** — to say thank you in a big way, and show that the helping mattered. An **award** is a special thank-you that does this, like a badge, a certificate or a medal.
- **local council** — the team that looks after local things, like parks, pools, footpaths and libraries. (You will meet it again in 1C.)

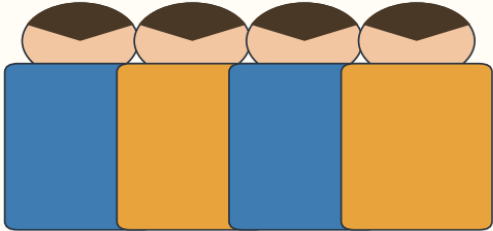
Step 1 — Two big words: join in, and give

A community is made of people. When people join in, we say they **participate**. When people give something that helps, we say they **contribute**. Most helping is both at once.

Participate and contribute — two big words

To participate is to join in.

You take part. You are there. You have a go.



join in

To contribute is to give something that helps.



your hands
picking up litter, planting a tree



your ideas
making a plan, thinking of a way



your time
helping after school, on the weekend



some money
putting coins in a tin

You do not have to be big to join in and give.

Two cards. Left card: four people standing side by side, “To participate is to join in. You take part. You are there. You have a go.” Right card: “To contribute is to give something that helps”, with four ways — your hands, your ideas, your time, some money.

You do not have to be big to join in and give. A Year 4 student can do every thing on the green card.

Step 2 — Groups that join in

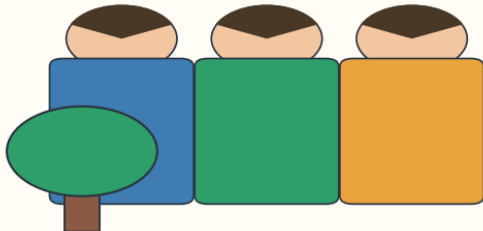
People often join in **as a group**. A group can do more than one person can do alone.

Some groups meet in one place, like a park or a beach. That is a **local** community. Some groups meet on the internet. That is a **virtual** community. Both are real communities, and both can help.

Two kinds of community

A local community

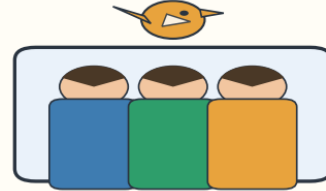
People live or meet in one place.
your street · your school · your town



You can see the people you help.

A virtual community

People meet on the internet, not in one place.
an online chess club · a class reading page ·
bird counters who share their counts on an app



You help through a screen.

Both are real communities. People join in and help in both.

Two circles of people. One circle is a local community, meeting face to face in a park. The other circle is a virtual community, people helping each other through screens, with the note “same help, different meeting place”.

Every group has a **purpose** — the job it does. Here are five real groups you could meet in Australia.

Groups that join in — and what they are for

Group	Where they help	Their purpose (the job they do)
Landcare groups	parks, rivers and bush near you	care for the land — plant trees, pull weeds
Clean Up Australia helpers	beaches, parks and streets	pick up litter to keep places clean
Surf life saving volunteers	beaches	watch the water and keep swimmers safe
Red Cross helpers	where help is needed after hard times	help people after fires and floods
Aussie Bird Count helpers	backyards, parks and schoolyards — counts shared on an app	count birds so we know which need help

A group's purpose is the job it does. Which group could you join?

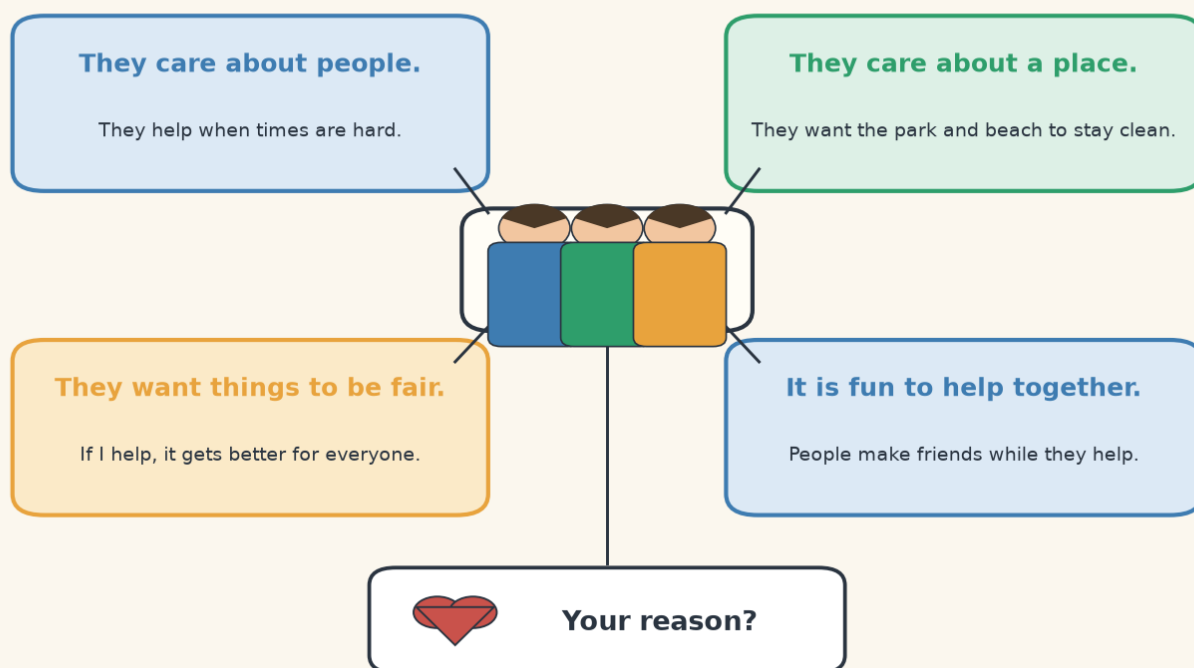
A three-column table of five real groups: Landcare groups care for the land; Clean Up Australia helpers pick up litter; surf life saving volunteers keep swimmers safe; Red Cross helpers help people after fires and floods; Aussie Bird Count helpers count birds so we know which need help.

Look at the middle column. Each group helps **somewhere**. Look at the last column. Each group has a **job**. Purpose = the job a group does.

Step 3 — Why do people join in?

Nobody pays a volunteer to help. Nobody makes a volunteer help. So why do people join in? Their **motivations** — their reasons — are things like these.

Why do people join in?



Four speech bubbles around three people joining in. Reasons: “They care about people. They help when times are hard.” “They care about a place. They want the park and beach to stay clean.” “They want things to be fair. If I help, it gets better for everyone.” “It is fun to help together. People make friends while they help.” A fifth bubble asks: your reason?

Leaders join in too. A leader’s reason is often: *somebody has to help the group work out what to do next, and I can do that.*

Look at the last bubble. What would **your** reason be? There is no wrong answer.

Step 4 — Four steps to a project

A **project** is a plan a group works on together. A class project can be as small as one lunchtime, or as big as a whole term. Most projects go in four steps.

Four steps to a class project



Four step cards joined by arrows: Step 1 see the need — look around, what needs help, a place, people, or animals? Step 2 make a plan — what will we do, who will do it, what do we need? Step 3 do the project — give your hands, ideas, time, or money, work together. Step 4 show and think — tell people what happened, what worked, what would you change?

Two school projects that really work in Australia are: **helping the birds in a bush patch**, and **raising money for an aid project** — a project that sends help to people who need it. We will look at one of each in the worked examples.

Step 5 — Saying thank you for helping

When someone helps, we can **recognise** it — we can say thank you in a way that shows the helping mattered. Thank-yous come in different sizes.

How we say thank you for helping

A thank-you can be small or big.



Four rising steps. Step 1, a thank-you: a friend or teacher says thank you, the class claps. Step 2, a school award: a certificate or a badge for helping. Step 3, community thank-you: a local group says thank you in its own way. Step 4, Order of Australia: the biggest thank-you in Australia, begun in 1975.

Fact card — the Order of Australia

What is it?

Australia's biggest thank-you. It is given to people who have done great work to help others.

When did it begin?

It began in 1975.

How many kinds are there?

Four, from the biggest to the smallest: AC · AO · AM and the OAM — the Medal of the Order of Australia.

A real example

Ian Kiernan started Clean Up Australia.
In 1995 he was given the AO, the second-biggest kind, for his help.



AC · AO · AM · OAM



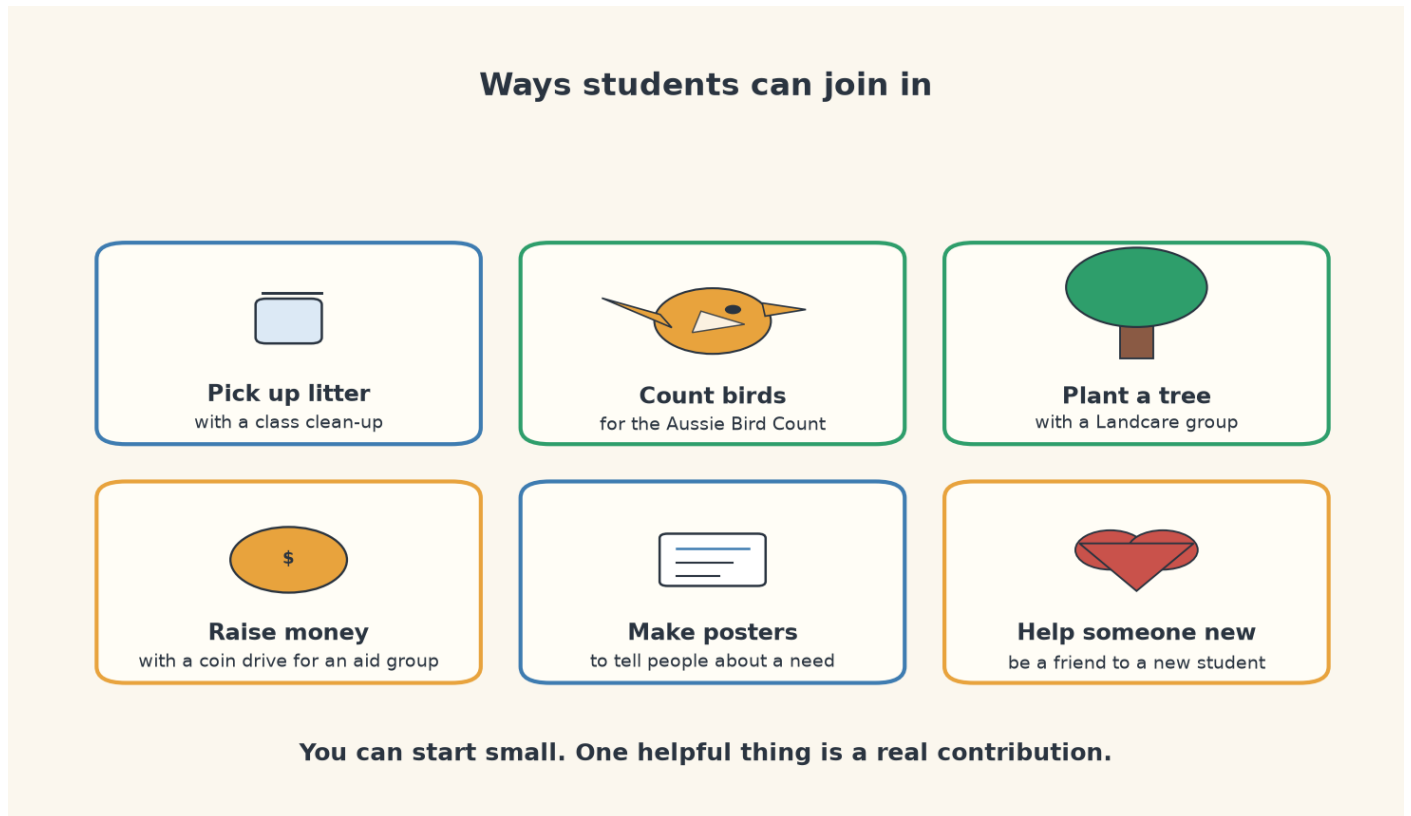
help first,
award after

Fact card — the Order of Australia. What is it? Australia's biggest thank-you, given to people who have done great work to help others. When did it begin? 1975. How many kinds? Four: AC, AO, AM and the OAM, the Medal of the Order of Australia. A real example: Ian Kiernan started Clean Up Australia, and in 1995 he was given the AO for his help.

One true thing: most people who help never get an award. They help because they want to. The thank-you that matters most is the first one — somebody saying *thank you*, and meaning it.

Step 6 — Ways you can join in

You do not have to wait until you are grown up. Here are six ways students really do join in.



Six cards: pick up litter with a class clean-up; count birds for the Aussie Bird Count; plant a tree with a Landcare group; raise money with a coin drive for an aid group; make posters to tell people about a need; help someone new — be a friend to a new student.

You can start small. One helpful thing is a real contribution.

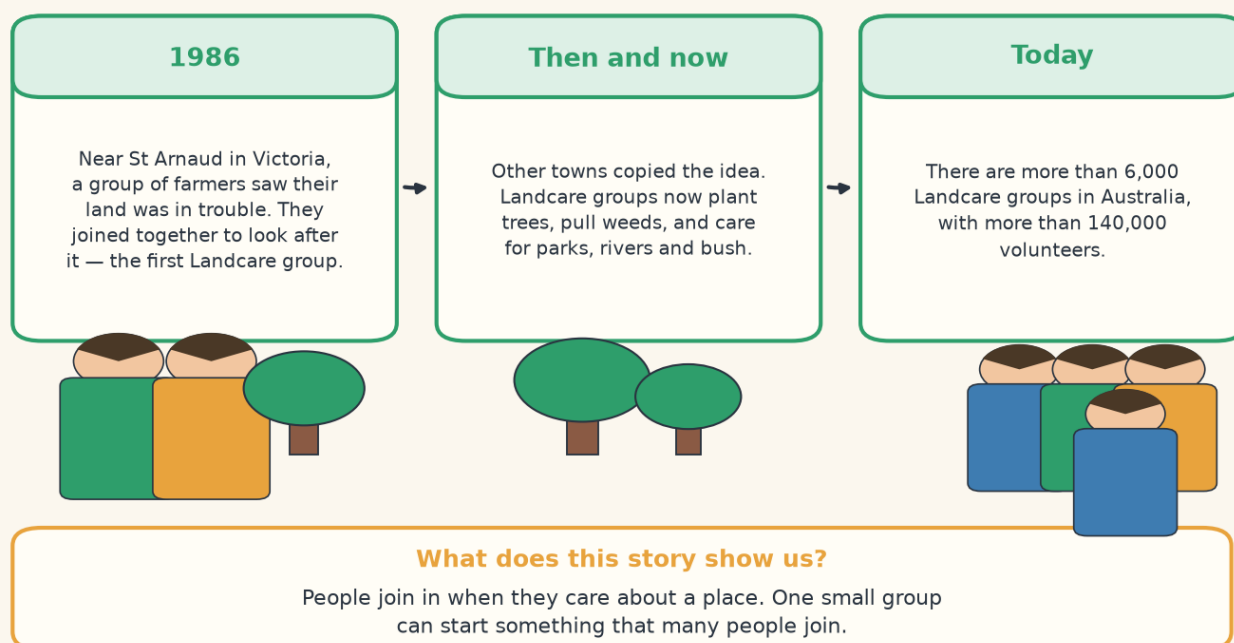
Worked examples

Example 1 — The Landcare story (with help · VC2HC4K07.E01, VC2HC4K07.E04)

In 1986, near a town called St Arnaud in Victoria, a group of farmers saw their land was in trouble. Weeds were spreading. The soil was dying. They could have each worked alone. Instead, they joined together to look after the land — and formed the first **Landcare** group.

Other towns copied the idea. Today there are more than 6,000 Landcare groups in Australia, with more than 140,000 volunteers. They plant trees, pull weeds, and care for parks, rivers and bush.

Worked example 1 — the Landcare story



Three cards joined by arrows. 1986: near St Arnaud in Victoria, a group of farmers saw their land was in trouble; they joined together to look after it — the first Landcare group. Then and now: other towns copied the idea; Landcare groups now plant trees, pull weeds, and care for parks, rivers and bush. Today: there are more than 6,000 Landcare groups in Australia, with more than 140,000 volunteers. Below: “What does this story show us? People join in when they care about a place. One small group can start something that many people join.”

What happened	What it shows
Farmers saw their land was in trouble.	Step 1 — they saw the need .
They joined together instead of working alone.	A group can do more than one person alone. That is why people participate .
They gave their hands, their time and their ideas.	That is how they contributed .
Their reason: they cared about the land.	That is the motivation — the reason they joined in.
Other towns copied them, and it grew to 6,000 groups.	One small group can start something big.

Example 2 — Room 4 helps the birds in the bush patch (with help · VC2HC4K07.E02)

Small birds live in the bush patch next to Room 4’s school. The class looked, and saw three problems: litter, cats, and people who did not know the birds were there. So Room 4 made a project.

Model plan — Room 4 helps the birds in the bush patch

Step	What Room 4 does
See the need	Small birds live in the bush patch next to school. Litter and cats can hurt them, and people do not know the birds are there.
Make a plan	We will put up kind signs, count the birds, and ask the council about a nest box. Jobs are shared — everyone has one.
Do the project	We make the signs with a teacher's help. We count birds for 20 minutes and share our count on the Aussie Bird Count app.
Show and think	We show the school our bird list at assembly. Next time, we want to ask more classes to count too.



The Aussie Bird Count is real. It runs each October, and anyone can count

birds for 20 minutes in a backyard, park or schoolyard.



A four-step model plan. See the need: small birds live in the bush patch next to school; litter and cats can hurt them, and people do not know the birds are there. Make a plan: put up kind signs, count the birds, and ask the council about a nest box; jobs are shared, everyone has one. Do the project: make the signs with a teacher's help; count birds for 20 minutes and share the count on the Aussie Bird Count app. Show and think: show the school the bird list at assembly; next time, ask more classes to count too.

The counting in this plan is real. The **Aussie Bird Count** runs each October. Anyone in Australia can count birds for 20 minutes — in a backyard, a park or a schoolyard — and send the count in on an app or a web form. The counts tell us which birds need help. Room 4's project joins a bigger project.

Example 3 — Room 7 raises money for an aid project (with help · VC2HC4K07.E02)

Room 7 learned that after fires or floods, some people lose things they need. The **Red Cross** is a real group that helps people before, during and after hard times, here in Australia and around the world. So Room 7 chose an aid project: a coin drive for the Red Cross.

Model plan — Room 7 raises money for an aid project

Step	What Room 7 does
See the need	After fires or floods, some people lose things they need. The Red Cross helps people in hard times, here and overseas.
Make a plan	We will hold a coin drive for two weeks. Every class gets a tin. We make posters that say where the money goes.
Do the project	We count the coins each Friday. We give the money to the Red Cross and ask how it helped.
Show and think	We tell the school how much we raised and what it did. Next time, we could ask families to help too.



The Red Cross is real. It helps people before, during and after

disasters, and anyone can raise money for it.



A four-step model plan. See the need: after fires or floods, some people lose things they need; the Red Cross helps people in hard times, here and overseas. Make a plan: hold a coin drive for two weeks; every class gets a tin; make posters that say where the money goes. Do the project: count the coins each Friday; give the money to the Red Cross and ask how it helped. Show and think: tell the school how much was raised and what it did; next time, ask families to help too.

Notice the last step in both plans. **Show and think** is where a project becomes learning: what worked? What would we change?

Practice questions

With help

Q1 (VC2HC4K07.E01) Name two groups from the table in Step 2. For each, say *where* they help and *what job* they do.

Q2 (VC2HC4K07.E01) What is a virtual community? Name one way people in a virtual community might help each other.

Q3 (VC2HC4K07.E04) Look at the reasons bubbles in Step 3. Pick two reasons and say each one in your own words.

Q4 (VC2HC4K07.E03) Put these thank-yous in order, from the smallest to the biggest: an Order of Australia award · a friend saying thank you · a school award · a community thank-you.

Q5 (VC2HC4K07.E02) In Example 2, what did Room 4 see when they looked at the bush patch? Name the three problems.

Q6 (VC2HC4K07.E03) Use the fact card. (a) When did the Order of Australia begin? (b) Name its four kinds, from the biggest to the smallest. (c) Why was Ian Kiernan given the AO?

On your own

Q7 (VC2HC4K07.E01) Think of one group near you — a club, a helper group, a church or temple group, a sports club, a friends-of-the-park group. What is its purpose? If you cannot name one, ask a family member and write down what they say.

Q8 (VC2HC4K07.E04) A volunteer helps without pay. Give two reasons a volunteer might still choose to help.

Q9 (VC2HC4K07.E02) Pick one need from the six cards in Step 6. Write a four-step plan for it: see the need · make a plan · do the project · show and think. One sentence for each step is enough.

Q10 (VC2HC4K07.E02) Fill in the plan below for a need *you* have seen. Then share your plan with the class.

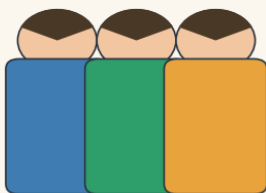
My participation plan

The need I see

My plan — what will I do?

What will I give? hands · ideas · time · money

Who can help me?



Fill in each box. Then share your plan with the class.

A blank plan to fill in, with four boxes: the need I see; my plan — what will I do?; what will I give — hands, ideas, time, money; who can help me? Caption: fill in each box, then share your plan with the class.

Think hard

Here is a question two good friends might argue about at lunchtime.

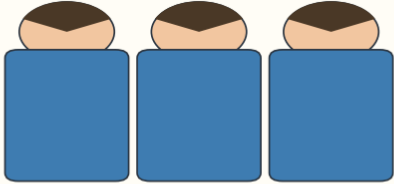
Should everyone join in — or should helping always be a choice?

Think hard — two strong sides

Side A says:

Everyone should join in.

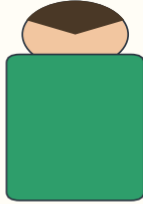
When everyone helps, more gets done. Everyone learns how to help, and it is fair — no one person does all the work.



Side B says:

Helping should be your own choice.

A volunteer helps because they want to. Being told to help is not the same as choosing to help. Chosen help is kind help.



Both sides want the same thing: more helping.
They only disagree about how we get there.

Two cards. Side A says: everyone should join in — when everyone helps, more gets done, everyone learns how to help, and it is fair, no one person does all the work. Side B says: helping should be your own choice — a volunteer helps because they want to, being told to help is not the same as choosing to help, chosen help is kind help. Below: both sides want the same thing, more helping; they only disagree about how we get there.

Each side has a strong point. Before you choose, say each side's point so well that a person on that side would say yes, *that is what I mean*.

Then: what do **you** think — and what is your reason? Would your answer be different for a class project, a family job, and a volunteer group?

Teacher note: the point is the reasoning, not the conclusion. Accept either side held with a reason, and probe the steelman: can the student voice the other side fairly? The shared ground ("both sides want more helping") is the key move — it models how people can disagree and still be on the same side of the big question.

Answers

A1. Any two from the table, with a place and a job. Example: Surf life saving volunteers help at beaches; their job is to watch the water and keep swimmers safe. Red Cross helpers go where help is needed after hard times; their job is to help people after fires and floods.

A2. A virtual community is a group of people who meet and help each other on the internet, instead of in one place. Example: people in an online bird-lovers group helping each other spot and count birds, or an online group raising money for a need.

A3. Any two reasons, in the student's own words. Example: "People help because they care about other people" and "helping is more fun with other people, and you make friends."

A4. Smallest to biggest: a friend saying thank you → a school award → a community thank-you → an Order of Australia award.

A5. Litter, cats, and people not knowing the birds were there.

A6. (a) 1975. (b) AC, AO, AM, OAM (the Medal of the Order of Australia). (c) Because he started Clean Up Australia — great work that helped others.

A7. Answers will vary. A purpose names the job the group does — for example, a sports club runs games and teaches the sport; a friends-of-the-park group looks after the park.

A8. Any two reasons from the Step 3 bubbles (or a fair new one): they care about people; they care about a place; they want things to be fair; it is fun to help together; they make friends while they help.

A9. Any need from Step 6 with four steps that make sense: a clear need, a plan with jobs, a doing step where someone gives hands, ideas, time or money, and a show-and-think step.

A10. Answers will vary. Check: the need is real and local (or online), the plan has steps, the student says what *they* will give, and they name who can help.

Sources (for the teacher)

All facts in this section were checked against the sources below, retrieved 2026-08-26. All text and all thirteen figures are original to this book; real groups and programs are named as referents only, never as sponsors, and no publisher's material is copied or imitated.

- **Landcare** — landcareaustralia.org.au (more than 6,000 groups, more than 140,000 volunteers) and Wikipedia, "Landcare in Australia" (began 1986 near St Arnaud, Victoria).
- **Aussie Bird Count** — aussiebirdcount.org.au (run by BirdLife Australia; runs each October — the 2026 count is 19–25 October; 20-minute counts in backyards, parks and schoolyards; counts sent in by app or web form; schools can take part).
- **Order of Australia** — Wikipedia, "Order of Australia" (established 14 February 1975; four levels — AC, AO, AM, OAM; the OAM is the Medal of the Order of Australia).
- **Ian Kiernan** — Wikipedia, "Ian Kiernan" (co-founded Clean Up Australia in 1989; appointed AO in 1995) and cleanup.org.au (1989 Clean Up Sydney Harbour brought out about 40,000 people; the first Clean Up Australia Day was in 1990).
- **Red Cross** — redcross.org.au (helps people before, during and after disasters, in Australia and around the world; has school and fundraising routes for students).
- **Surf Life Saving** — Wikipedia, "Surf Life Saving Australia" (formed 1907; Nippers junior members aged 5–13).
- **Volunteering in Australia** — Volunteering Australia / ABS General Social Survey (about 9.5 million people volunteered in 2025).

Scope notes. (1) **TOC §2A #2:** VC2HC4K07.E04 as published ends with an example that names Elders. Per the book's exclusion register, the "Elders" element is not taught in this book; this section teaches the motivations of local community volunteers and leaders only, and names nothing in place of the excluded element. (2) **TOC D8:** this

section stays at the familiar and personal scale — no parliament, elections, courts, police, levels of government, or formal citizenship meanings. The local council appears only as a familiar local helper students may already know (and will meet properly in 1C). (3) **TOC D9**: nothing is assumed from earlier sections; every key word is defined in “Words we use” before it does work.