



## Lesson Plan (Year 3 – Year 6)

### Students helping students

**Duration:** 30-40 minutes

**Learning area:** Civics and Citizenship / Personal & Social Capability

#### Victorian Curriculum – Content Descriptors

##### Civics and Citizenship (Level 3–4)

- **VCCCC010** – Explain how and why people participate in their community
- **VCCCC011** – Describe how differences in individuals and groups are respected and valued

##### Civics and Citizenship (Level 5–6)

- **VCCCC015** – Describe the roles of people and organisations in supporting communities
- **VCCCC016** – Identify ways people can participate to improve their community

##### Personal & Social Capability (Level 3–4)

- **VCPSCSE016** – Describe how others' feelings and perspectives influence their behaviour
- **VCPSCSE018** – Describe ways to care for others and build positive relationships

##### Personal & Social Capability (Level 5–6)

- **VCPSCSE020** – Investigate how empathy and ethical decision-making contribute to respectful relationships
- **VCPSCSE021** – Explore strategies to work collaboratively and resolve conflict

**Learning Intention:** We are learning to understand how communities support people in need and how we can take action to help others.

**Success Criteria:** I can:

- Explain how a lack of resources can affect students' learning and wellbeing
- Describe how organisations like State Schools' Relief support communities
- Work with others to plan a way to help students in need
- Create a clear and persuasive idea for a fundraising initiative

**Resources:**

- Sam's Story (printed or digital)
- Poster paper or cardboard
- Art supplies

**1. Introduction - Read Aloud (10 minutes)**

Teacher shares:

*State Schools' Relief is an organisation that helps students by giving them things like school uniforms, shoes and other supplies. Students have been helping other students through this organisation for a long time. When they raise money, it helps more students get what they need to feel confident and ready for school.*

Teacher reads "Sam's Story" aloud.

While reading, pause to ask:

- "How do you think Sam is feeling here?"
- "What clues tell us that?"
- "How is Sam's experience changing?"

Key focus moments:

- Sam's challenges - identify impact
- Intervention - role of school/organisation
- Outcome - changes in confidence and participation

## 2. Class Discussion (5–10 minutes)

Discussion questions:

- How did Sam’s situation affect their learning?
- Why is having the right equipment important for students?
- What role did the school and State Schools’ Relief play?
- Why is it important for communities to help each other?
- Do you think helping others is a responsibility? Why or why not?

Teacher to write ideas and vocabulary on the board (this will support the independent task).

- disadvantage
- support
- fairness
- inclusion
- confidence
- community

## 3. Independent Task (15 minutes)

### Fundraising Project: Plan & Promote

In small groups, students will design a fundraising idea to help students like Sam.

#### Step 1: Choose a Fundraiser

Students select an idea or create their own:

- AFL Grand Final Day
- Free Dress Day
- Pyjama Day
- Crazy Hair Day
- School Disco
- Colour Run

## Step 2: Create a Plan

Groups discuss and record:

- What is our fundraiser?
- Who are we helping?
- How will it work?
- What do people need to do to participate?
- Why should people get involved?

## Step 3: Create a Poster

Students design a **promotional poster** including:

- Fundraiser name
- What it is
- When/how it happens
- Why it matters (link to helping others)
- Eye-catching visuals and persuasive language

## Differentiation

### Support:

- Provide a planning template with prompts
- Sentence starters:
  - “Our fundraiser will...”
  - “This will help students by...”
- Mixed-ability grouping

### Extension:

- Include a budget estimate (how much could be raised?)
- Add a short persuasive speech to present the idea
- Compare and evaluate multiple fundraising options

#### **4. Reflection and closing (5 minutes)**

Groups share their fundraising idea and poster.

Revisit the success criteria by asking:

- Can we explain how people and organisations support others in our community?
- Can we describe how our ideas will help others?

## **Optional Extension**

### **Option A: Taking action - Real-World Fundraising Project**

#### **1. Vote as a Class (10–15 mins)**

After groups present their ideas:

##### **Create a simple shortlist**

- Choose 3–5 strong ideas (or all, depending on time)

##### **Class discussion**

- Which idea is most realistic?
- Which will raise the most support?
- Which will make the biggest difference?

##### **Voting options**

- Hands up
- Secret ballot
- Dot voting (students place a sticker/dot)

## **2. Turn it into a Real Project**

### **Define the plan together**

As a class, decide:

- What is our fundraiser?
- When will it happen?
- Where will it happen?
- Who is responsible for what?

## **3. Assign Roles**

Give students ownership with simple roles:

- Promotion team - posters, announcements
- Organisation team - planning materials, setup
- Finance/team tracking - counting or estimating money raised
- Communication team - sharing message with other classes

## **4. Connect to School Leadership**

### **Who to involve:**

- Principal or Assistant Principal
- Wellbeing leader
- Student Representative Council

### **What students can do:**

- Write a short proposal letter
- Present their idea to leadership
- Ask for permission/support

Example student prompt:

“We would like to run a fundraiser for State Schools Relief to help students access uniforms, shoes and other school supplies. Our idea is...”

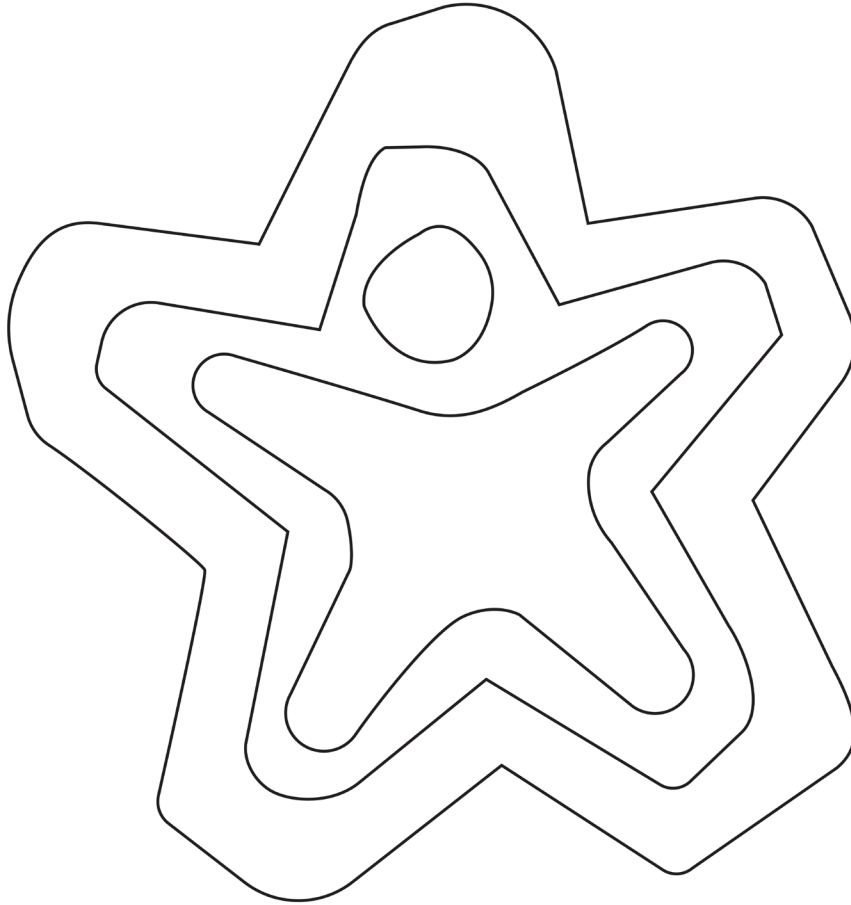
## **5. Run the Fundraiser**

## **6. Reflect on Impact**

After the fundraiser, ask students to reflect on:

- What did we achieve?
- How did it feel to help others?
- What worked well?
- What would we improve next time?

## **Option B: Colouring Activity**



# State Schools Relief