



Lesson Plan (Secondary)

Students helping students

Time: 30–40 minutes

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

Victorian Curriculum – Content Descriptors

Civics and Citizenship (Levels 7–8)

- VCCCG020 – Explain how citizens can participate in Australia’s democracy, including the use of the electoral system, contact with their elected representatives, use of lobby groups, interest groups and direct action.
- VCCCC025 – Identify how values can promote cohesion within Australian society, including the values of freedom, respect, inclusion, civility, responsibility, compassion, equality and a fair go.

Personal & Social Capability (Levels 7–8)

- VCPSCSO039 – Investigate human rights and discuss how these contribute to a cohesive community.
- VCPSCSO041 – Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team.

Ethical Capability (Levels 7–8)

- VCECU014 – Explore the contested meaning of concepts including freedom, justice, and rights and responsibilities, and the extent they are and should be valued by different individuals and groups.

Learning Intention

We are learning to understand how practical barriers can affect a student’s education, and how we can take informed and ethical action to support other students.

Success Criteria:

I can:

- Explain how a lack of school resources can affect learning, confidence and participation
- Describe how organisations such as State Schools Relief support students to stay engaged in school
- Discuss why fairness, inclusion and responsibility matter in a school community
- Work with others to develop a realistic fundraising or awareness idea

Resources

- Emily's Story (printed or projected)
- Whiteboard or shared display
- Worksheet or notebook paper
- Optional: poster paper or digital slide template for the mini pitch

Introduction – Read and Respond (10 minutes)

Teacher shares:

State.Schools.Relief.supports.students.with.essential.items.and.learning.resources.so.financial.barriers.do.not.prevent.them.from.participating.fully.in.school;Students.have.supported.other.students.through.fundraising.for.many.years?helping.ensure.more.young.people.feel.included?confident.and.ready.to.learn;

Teacher reads or summarises Emily's story.

Emily nearly gave up senior maths because her family could not afford a graphing calculator and textbooks. With school support and assistance from State Schools Relief, she received the resources she needed, completed Year 12 with distinction, and went on to university.

While reading, pause to ask:

- What is the main barrier Emily is facing?
- Why might this type of barrier be easy to miss?
- How could this affect subject choices, confidence or future opportunities?
- What changed once support was provided?

Key focus moments:

- When Emily is deciding whether she can continue with maths
- When the school takes action

- When the long-term impact becomes clear

Class Discussion (5–10 minutes)

Discussion questions:

- What practical barriers did Emily face?
- In what ways can small things have a big impact at school?
- Why might students not always tell others when they do not have what they need?
- What responsibilities do schools and communities have in helping students participate fully?
- Why is fundraising one meaningful way students can support other students?

Teacher to write key vocabulary from the discussion on the board.

Before support: excluded, stressed, embarrassed, limited, uncertain, overlooked

After support: included, confident, capable, motivated, hopeful, respected

Concept words: fairness, dignity, equity, participation, belonging, responsibility

Independent Task (15 minutes)

Option A: Scenario Analysis

In pairs or small groups, students respond to one of the following prompts:

- A student stops attending PE because their shoes are broken.
- A student avoids class presentations because they do not have the correct uniform and feel singled out.
- A student wants to continue a subject but cannot afford a required resource.

For their scenario, students answer:

1. What might the student be thinking or feeling?
2. How could this affect learning, attendance, friendships or confidence?
3. What could the school do?
4. What could students do?
5. What kind of fundraising or awareness action could help?

Option B: Mini Fundraising Pitch

Students design a short proposal titled:

»How.our.school.could.support.students.through.SSR«

Their pitch should include:

- the issue they want to address
- why it matters
- one realistic fundraising idea
- who it would help
- how the activity reflects fairness, inclusion and student leadership

Students can present this as:

- a short paragraph
- a poster concept
- a 60-second verbal pitch
- a single-slide campaign idea

Differentiation

Support:

- Provide sentence starters, such as: “A barrier to learning can be...”, “This matters because...”, “A fair response would be...”, “Our fundraising idea is...”
- Use a guided worksheet with short-answer boxes
- Allow verbal discussion before written work

Extension:

- Ask students to compare equality and equity
- Have students evaluate which fundraising idea is likely to be most realistic, most inclusive, and most impactful
- Invite students to write a short persuasive paragraph to the school community promoting their preferred idea

Reflection and Closing (5 minutes)

Invite some students to share their responses or pitches.

Revisit the success criteria by asking:

- Can we explain how practical barriers can affect a student’s education?
- Can we describe why fairness and inclusion matter?
- Can we identify one action students could take to support others?

Closing reflection prompt:

- One thing I learned is...

- One way students can help is...

Teacher Closing Message

Sometimes the barriers that affect education are not dramatic or obvious. They can be a calculator, uniform, item, pair of shoes, or textbook. But when those barriers are removed, students can participate fully, build confidence, and see new possibilities for their future. Fundraising is one practical way students can help make that happen.

Optional Extension

Class Fundraising Brainstorm

Teacher explains that fundraising is one way a community can take practical action to support others.

Ask: "What could our year level or school do to support students through SSR?"

- casual clothes day
- house competition with donations
- trivia lunch
- bake sale
- student-led awareness campaign
- second-hand book or stationery drive linked to fundraising

Group: Small groups (3–4 students) + class discussion

Goal: Help students understand how small challenges affect learning, and how they can make a difference