

### Introductory activities (engage)

(10 minutes each)

As a class have students discuss the concept of **community and what it** means?

It may help to display a definition of community or use prompt questions such as:

- Is our school a community?
- What makes each of you a member of the school community?
- Do people living in the same area belong to the same community?
- How many communities might you belong to?

#### Community

A group of people living in the same place or having particular characteristics in common

A social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage.

Collate your answers on a poster, flip chart or word wall

### Lesson (explore)

(20 minutes)

Hydro Tasmania is committed to making a genuine difference to the communities in which it operates. Their community program has four key areas and each supports the local Tasmanian community.

The community program can be explored on the Hydro Tasmania Community website page:

<https://www.hydro.com.au/community>

Materials	Quantity
Smart board or projector	1
Internet connection	1
Glossary template	1 each
Activity 1 - Narrative stories	1 each
Activity 2 -Plan your in-school activity	1 each

#### 1. Introduce students to five key words to start this lesson.

- Ask students to repeat the words below after you and then write them on the white board.

**grant**

**sponsorship,**

**partnership,**

**employee and**

**volunteering**

Tell students you will read out an explanation and you would like them, with a partner to identify what word is being explained.

*Explanation 1:* Giving time willingly to help others and without payment (*volunteering*)

*Explanation 2:* A commitment to help someone in need by providing money or materials (*sponsorship*)

*Explanation 3:* A sum of money given by a government or other organisation for a particular purpose (*grant*)

*Explanation 4:* Two or more people cooperating and working together (*partnership*)

*Explanation 5:* Working for wages or a salary (*employee*)

**2. As students explore further ask them to consider one or two of the following discussion topics:**

- a. Identify other key or technical words from the website and from discussion that they don't know or understand.
  - Collate a list to research further or create a glossary.
- b. How does Hydro Tasmania participate in the community?
  - Community Grant Program
  - Sponsorships
  - Community partnerships
  - Employee volunteering
- c. How does Hydro Tasmania support their employees to participate in the community?
  - The employee volunteering program gives every employee the opportunity to volunteer in the community during working hours.
- d. Why would selection criteria and guidelines be important?
  - Selection criteria and guidelines help Hydro Tasmania to make fair decisions on applications.
- e. What similarities or differences are there between the programs?
  - Each program supports the Tasmanian and local community.

**Options for assessment and extension**

	Option/s
<b>HASS –</b> <b>Civics and citizenship</b> <b>Individual activity</b>	<b>Glossary Activity</b> Provide students with a blank Glossary template to complete. Students add key or technical words to research and write down definitions in their own words. <b>Extension activity</b> Explore how these words can be incorporated or further used in the classroom.
<b>HASS –</b> <b>Civics and citizenship</b> <b>Class group activity</b>	<b>Plan your own in-school volunteering activity</b> 1. Refer to Activity 2 – Plan your in-school activity. 2. Brainstorm a list of ways to help within the school. (read to a younger year level, collect rubbish in the yard, volunteer in the library or canteen). 3. Hold a class vote to select the activity. 4. Plan your activity. Complete your activity.

	Option/s
<b>HASS – Civics and citizenship Individual activity</b>	<p><b>Employee Volunteering</b></p> <p>Explore the narrative stories of our Community Coordinator, Kate Hickey, and two of our employee volunteers Varun Dewan and Joanne Halliwell. See Activity 1 – Narrative stories.</p> <p>Discover what volunteering means to each of them and why they participate in their community.</p> <p><b>Extension activities</b></p> <ol style="list-style-type: none"> <li>1. Develop five inquiry questions and interview a familiar person about their volunteering involvement or history</li> <li>2. Explore the statistic of ‘four in five Tasmanians regularly volunteer’ <ol style="list-style-type: none"> <li>a. Who do you know that volunteers? Conduct a sample survey of the people you know. <ol style="list-style-type: none"> <li>i. Have they volunteered?</li> <li>ii. How many times have they volunteered?</li> <li>iii. For which organisation?</li> </ol> </li> <li>b. Create a graph/s of your results</li> </ol> </li> </ol>

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## Elaborate and review

As a class group review:

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### Why is community participation important?

1. Why do people participate in their community?
  2. Why is it important for businesses to participate in the community?
  3. How can you continue to participate in your school community?
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