



**Young people leading change**

**2010**

**Tasmanian Overview**

**Delivered in Tasmania by:**



*a fairer world*

The Tasmanian Centre for Global Learning

**Owned nationally by:**



**Funded in Tasmania by:**



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## CURRICULUM MATERIALS AVAILABLE

### **MAD Day**

- **MAD Day Action Pack:** A resource and ideas guide for running MAD Day.

### **MAD Projects**

- **8 Keys to MADness:** A structured guide including workshops, accumulated wisdom and ideas for running MAD Projects.
- **Hypotheticals:** A collection of hypothetical scenarios for encouraging students to look behind problems to causes and long-term solutions.

### **MAD Foundations**

- **ruMAD? Student Foundations Framework:** A collection of grant-making hypotheticals for different year levels across different topics.

ruMAD? can be used by educators for delivering key components of the **Tasmanian Curriculum**, the National Statements of Learning for **Civics and Citizenship**, and the National Framework for **Values Education** in Australian Schools. ruMAD? is endorsed by both the **Education Department of Tasmania** and the **Australian Education Union**.

**The Tasmanian Centre for Global Learning fully supports Tasmanian teachers implementing the ruMAD? Program.** The Centre's new focus is to facilitate funding for teachers in schools. In 2009, Rokeby and Queechy High Schools and Gagebrook Primary School had dedicated ruMAD? teachers for 1 day a week. Other support provided to all schools registered for ruMAD? includes:

- **Professional development:** Teacher training sessions held regionally or at individual schools.
- **Curriculum materials:** Suggestions for lessons, MAD ideas and resources.
- **ruMAD? Schools' Coordinator, Education Officer and Program Manager:** The Centre staff are available as mentors, to provide training, resources and ideas.
- **Global Learning Resource Library:** Built up over 24 years the library has books, kits, DVDs, magazines, posters and games on a wide range of global issues.
- **A Fairer World** ([www.afairerworld.org](http://www.afairerworld.org)) has pages about ruMAD? in Tasmania – information, resources and MAD stories. There are also sections on global issues, taking action and “local heroes”. **A Fairer World Youth** ([youth.afairerworld.org](http://youth.afairerworld.org)) provides resources and space specifically for young Tasmanians. The national **ruMAD? website** ([www.rumad.org.au](http://www.rumad.org.au)) provides inspiring stories of MAD activities from around Australia.
- **Networks:** The Centre has extensive networks with other organisations working for a fairer world. These include the organisations in the adjacent box.

### Networks

Amnesty International (Tas)  
 Anglicare Tasmania  
 Anti-Poverty Week  
 Australian Education Union (Tas)  
 Australian Sustainable Schools Initiative  
 Australian Volunteers International  
 Bahay Tuluyan  
 Brightside Farm Sanctuary  
 Caritas Australia  
 Foundation for Young Australians  
 Global Poverty Project  
 Hobart Dogs' Homes  
 Hobart Peace Coalition  
 Hobart Women's Health Centre  
 Human Rights Week  
 International Campaign to Abolish Nuclear Weapons  
 Justice Action Network  
 Local councils (youth development)  
 Make Poverty History  
 Migrant Resource Centre  
 Mines Victims and Clearance Trust  
 National Industry Association for Disability Services  
 Oaktree Foundation  
 Office of the Anti-Discrimination Commissioner  
 Otesha Project  
 Oxfam Australia  
 Red Cross Australia  
 RESULTS Australia  
 Sustainable Living Tasmania  
 Tasmanian Council of Social Service  
 TEAR Australia  
 United Nations Association of Australia  
 Women's International League for Peace & Freedom  
 Working It Out  
 World Vision Australia  
 Youth Network of Tasmania

### ruMAD?

- Is a **unique national educational program** that helps students identify and act on issues important to them.
- Is a **flexible framework** easily integrated into any school curriculum, focussing on student engagement, organisation and decision-making. (It is not an extracurricular activity.)
- Is **based on a belief** that young people can make real change happen in the world.
- **Encourages young people** to gain the confidence, skills and inspiration to work for a fairer world.
- Is about **social change**, not charity.

**Within ruMAD?** students take responsibility for their learning through an inquiry approach that is designed to assist them to develop a deeper understanding of the community issues they tackle. The ruMAD? process is an example of a 'thinking curriculum in action'.

- The process starts with students identifying shared and important values as a group.
- Once shared values are established, students identify community issues that are inconsistent or in conflict with those shared values.
- Students then explore possibilities for action through various levels of involvement in social change projects, and lead the planning and implementation of their chosen projects.

**MAD activities** reflect the great diversity of student interests. In Tasmania these have included: raising awareness and funds for developing countries (for projects such as poverty reduction, water, landmine victims, street children, and fair trade); environmental clean-ups; tree planting; energy and water conservation; promoting organ donation; celebrating Indigenous culture; improving mental and physical health for youth; animal welfare; caring for children with disabilities, the sick and elderly; and creating local opportunities for rural youth.

### ruMAD? is based on

- Inquiry
- Values
- Strengths
- Cooperation
- Student leadership
- Democratic processes
- Authentic learning
- Real-life issues
- Change not charity
- Social justice
- Sustainability

### Expected outcomes

- Engagement
- Empowerment
- Visible community/school changes
- Knowledge, skills and values for
  - responsible citizenship
  - effective communication
  - community participation
- Project planning experience

## **ruMAD? makes a difference...**

### **To students by:**

- engaging them in issues of social justice, the environment, tolerance and cultural diversity;
- challenging them to act as change-makers in their community;
- helping them express their views, become critical thinkers and develop life, learning and leadership skills; and
- improving engagement, motivation, behaviour, self-confidence, literacy and numeracy skills.

### **To teachers by:**

- providing a structured process to engage students in inquiry-based learning;
- supporting them with training, curriculum materials, resources, mentoring and community networks; and
- facilitating improved communication and teacher/student relationships.

### **To schools by:**

- improving student engagement in learning;
- assisting with the implementation of key components of the Tasmanian Curriculum;
- providing opportunities for local, state and national recognition;
- setting the scene for new community partnerships; and
- placing them at the heart of the community.

### **To communities by:**

- connecting them to young people and schools;
- inspiring greater social cohesion and building capacity; and
- creating real and lasting change.

### **Program to date**

- Since the inception of the Program, over 50,000 young people in 150 schools around Australia have participated - 12,500 in Tasmania.
- During the past five years, over 1,000 ruMAD? Youth Ambassadors have trained to spread the word to other young people in Tasmania about how they can make a difference.
- In 2009, 32 Tasmanian schools participated in some aspect of the Program (2005, 14 schools).
- In 2009, three Tasmanian schools had ruMAD? teachers for 1 day a week.

## **What Makes a Project MAD?**

- Starts with the students' values, concerns and passions.
- Empowers students to take responsibility.
- Enables students to imagine and create the world they wish to live in.
- Increases understanding of the needs of others by connecting with communities.
- Builds on community assets or strengths (time, talent, treasure).
- Tackles causes not symptoms.
- Is sustainable.
- Measures, evaluates outcomes.
- Inspires others!
- Celebrates achievements!

ruMAD? was first piloted in Victoria in 2001. It was instigated by the Stegley Foundation, developed by a wide-ranging consortia of educators and has been funded by a number of philanthropic organisations.

The Stegley Foundation commissioned the development of an education program to inspire a culture of philanthropic action among young people.

The definition of philanthropy used by the Stegley Foundation is not the currently understood meaning of giving money away for charitable purposes - that is, the wealthy giving to the poor and disadvantaged. It has a broader meaning based on its historical definition as literally "the love of humankind".

### **Philanthropy - (noun)**

1. For the love of humankind (*American Heritage Dictionary*)
2. Giving away of money (*Oxford Dictionary*)
3. Desire to improve the social, material and spiritual welfare of humanity through the giving and sharing of our time, talent and treasure (*ruMAD? definition*)

The program was written by David Zyngier, a lecturer and researcher in the area of student engagement, particularly for at-risk students, and Claire Brunner, a youth facilitator who has worked with young people from juvenile justice to the National Youth Round Table and Youth Summit 2020. David Zyngier, a former school principal, challenges educators to look at their teaching practice and how they, and their students, get connected to the real world.

Zyngier and Brunner were assisted in the development of the Program by a taskforce including representatives from Victorian curriculum associations, the Victorian Department of Education and Training, the Catholic Education Office and the independent education sector, teacher unions, Australian aboriginal and ethnic organisations, the Victorian Council of Social Service and the Victorian Local Governance Association.

What eventuated from these wide-ranging influences was ruMAD? - a social justice education program based on a high level of student participation, real life problems and connection with the local community.

*"The Program emphasises student engagement and participation, expecting young people to take up roles of real value, and celebrating their achievements as they have fun."*

*"Participants in ruMAD? Projects learn through their actions that by working together with other like-minded people they can overcome enormous barriers and achieve remarkable results for themselves, their community and for others." (David Zyngier, co-author of ruMAD?)*

The Program is owned by the Education Foundation - a division of The Foundation for Young Australians. It is delivered in Tasmania by the Tasmanian Centre for Global Learning on behalf of and in partnership with the Education Foundation.

### **About the Tasmanian Centre for Global Learning**



*a fairer world*  
The Tasmanian Centre for Global Learning

The Tasmanian Centre for Global Learning (TCGL) was established in 1985 as a not-for-profit organisation. The Centre is managed by a committee whose members represent a range of community organisations. The Centre empowers schools and the wider community to take action for social justice, peace, and a sustainable world future. We achieve this by providing access to education programs, training, resources and networks.

Find more information about the Centre at [www.afairerworld.org](http://www.afairerworld.org)

### **About the Foundation for Young Australians**



The Foundation for Young Australians (FYA) is a dynamic, independent, not for profit organisation. Their work focuses on funding and supporting partnerships and initiatives that positively contribute to the development of young people, their education and communities. FYA is the largest philanthropic organisation in Australia that focuses solely on youth and education.

Find more information about the Foundation at <http://www.fya.org.au/>

**Give a person a fish – they can eat for a day**

**Teach a person to fish – they can eat for a lifetime**

**Partner the people to create a sustainable fish supply**

*ruMAD? philosophy on change-making*

Your school backs onto a local creek. The creek used to be a haven for ducks, fish and frogs. The water now smells, has algae blooms, and children cut themselves on broken glass and rusted metal objects that are dumped in and along the creek. Each time the creek floods after rain, the banks are covered in plastic containers and polystyrene objects. Students want to be able to play in the area, teachers want to use the creek for science-related activities, and the local council wants to make the area attractive for local tourism and recreation facilities.

**Discuss / brainstorm:**

What is the problem that needs to be addressed?

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What is the major cause of the problem?

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Possible approaches to the problem in each of these categories:

<b><i>Give the person a fish</i></b> (Quick fix solution)	<b><i>Teach the person to fish</i></b> (Short-term solution)	<b><i>Partner the people</i></b> (Long-term solution)

## Possible approaches and their category

- Students organise a once-per-term clean up. [*Give a person a fish...*]
- Students fundraise in the local community to fund a refuse-catching system. [*Give a person a fish...*]
- Students lobby the state government to fund local unemployed youth to remove refuse from the creek. [*Give a person to fish...*]
- Students lobby the government to impose a 15c surcharge on disposable containers and money goes to cleaning up creeks. [*Teach a person to fish...*]
- A student group begins a “Dob in a Dumper” campaign in the neighbourhood so that polluters can be made accountable (e.g. fined). [*Teach a person to fish...*]
- Students lobby the local council to fund a program to re-vegetate and revitalise the creek. [*Teach a person to fish...*]
- Start a letter-writing campaign to the EPA to request scientists to test the water pollution. [*Teach a person to fish...*]
- Students research the causes of the problem. [*Partner the people...*]

## Possible Activities

- Perform surveys at the local supermarkets to quantify how many plastic bags are used in a day.
- Clean up the school grounds and weigh the amount of rubbish collected. Categorise the type of waste found.
- Contact the local council and have one of their environmental officers come and talk about rubbish and its impact on the environment.
- Play some of the excellent environmental games on the internet:
  - Water Aid [www.wateraid.org/international/learn\\_zone/primary/default.asp](http://www.wateraid.org/international/learn_zone/primary/default.asp)
  - UNICEF [www.unicef.org/voy](http://www.unicef.org/voy)
- Measure your ecological footprint using:
  - My Footprint [www.myfootprint.org](http://www.myfootprint.org)
  - EPA Victoria’s Eco-footprint [www.epa.vic.gov.au/ecologicalfootprint/default.asp](http://www.epa.vic.gov.au/ecologicalfootprint/default.asp)
  - Australian Conservation Foundation's Eco-calculator, then join the GreenHome Challenge [http://www.acfonline.org.au/default.asp?section\\_id=86](http://www.acfonline.org.au/default.asp?section_id=86)
- Visit [www.up2me.com.au](http://www.up2me.com.au) and take the “Environment Challenge”.
- Go to a nearby creek and survey the number of frogs.
- Participate in one of the following:
  - [Clean Up Australia Day](#), March 2
  - [World Water Day](#), March 22
  - [World Environment Day](#), June 5
  - [National Water Week](#), October 18 -24
  - [Clean up the World](#), 3rd weekend in September
  - [Australian Sustainable Schools Initiative](#) (AuSSI): “One school has reduced its water usage by 40% in two years, saving \$3,320, while another school has reduced its waste by 75%.”
  - Australian [Stockholm Junior Water Prize](#)
  - [The Sustainable Living Challenge](#)

There are five ways that schools can be involved, starting with a small commitment through MAD Day and building up to major change...

- **MAD Day:** On this day students take on a one-day activity that gets everyone thinking about making a difference. For example, students might brainstorm the things they are most concerned about and think of a positive action they could take. Schools already implementing a MAD Project or MAD Foundation use the MAD Day to celebrate their achievements.

Students at Rokeby High decided that their MAD Day should be a day for the community to come together in celebration and to help those less fortunate. Students designed, created and organised activities, including community stalls, international cuisine, fashion parades, drama performances, music, and fair-ground stalls. An evening art auction was held, supported by many artists who donated artwork, raising \$3,800 for local and global projects. Read more at [www.afairerworld.org/Current\\_projects/rokeby.html](http://www.afairerworld.org/Current_projects/rokeby.html)

- **MAD Project:** These require a longer-term commitment with more detailed research, planning and involvement. The project may be developed and implemented over a whole year or on an ongoing basis. Projects make a significant difference in their school or in the local or global community.

In 2009, grade 5/6 students at Gagebrook Primary School chose to support people in need. Guest speakers from organisations working with sick children, the aged, and people with disabilities visited the school; students also made regular visits to these organisations to develop a greater understanding of those in need. Students then used this understanding to create resources for their chosen organisations, such as knee blankets, books, and games, and also raised funds for them. Read more at [www.afairerworld.org/Current\\_projects/mad2009.html#Gagebrook](http://www.afairerworld.org/Current_projects/mad2009.html#Gagebrook)

- **ruMAD? Youth Ambassador:** At the annual Youth Action Conference, students celebrate their MAD achievements and learn about being an ambassador for community action. A key aim of the Conference is for students to make contact with others working for a fairer world.

In 2009, two Conferences were held in Tasmania: Rokeby High hosted 175 students in the south and Queechy High hosted 157 students in the north.

- **MAD Student Foundation:** Students commit to raising funds and granting monies to community organisations within their local communities and ensure that their money is truly making a difference. Foundations are yet to be implemented in Tasmania.

- **ruMAD? Social Enterprise:** Student-led business with a difference.

**NEW**



*“What a great day we have had today - well done ... Our kids have gained a great deal from taking part this year.”*

**Teacher at ruMAD? Youth Action Conference**

*“The PD session was delivered in a motivating way and allowed for a high level of group interaction. The content of the session was highly relevant and gave some really inspirational ideas that can be used in our curriculum.”*

**Teacher comment following ruMAD? Professional Development**

*“The Tasmanian Community Fund supports projects which make a difference. ruMAD? was ideal for funding - it provides a lasting, positive benefit to the community through a wide range of student projects; helps break down barriers; encourages collaboration, initiative and community involvement; is open to a wide range of participants; and has significant community support.”*

**Mark Green, Senior Executive Officer, Tasmanian Community Fund**

*“As the ruMAD? program has been designed to be inquiry-based and values-focused it allows significant connections to be made to the Tasmanian Curriculum. It supports the curriculum values and purposes, and principles for effective teaching and learning. Although cross-curricular in nature it has a particular application to the areas of Society and History, Science, and Health and Wellbeing. It also can address and provide direction in practical ways to work with the National Values Education for Australian Schooling initiatives.”*

**Senior Curriculum Officer, Tasmanian Department of Education**

*“The ruMAD? Program ... provides a best practice framework for education in values and responsible citizenship, allowing significant connections to be made with the Tasmanian Curriculum Framework.”*

**Memorandum of Understanding, Tasmanian Department of Education and the Tasmanian Centre for Global Learning**

*“Everything was interesting. I learnt new things and I will keep trying to make a difference!”*

*“I found it very enjoyable. And I learnt heaps. It really opened my eyes!!!”*

*“Today was awesome and I’d really love to do this again.”*

**Students at ruMAD? Youth Action Conference**

*“I feel more confident – I’ve achieved a goal, I’ve started something around Launceston, I’ve accomplished a mission.”*

*“I liked being in ruMAD? because I liked helping people feel more wanted and happy. I think that everybody should help.”*

*“It’s really cool because we’re helping, having fun and learning at the same time.”*

**Student comments about their involvement in the ruMAD? Program**