

ruMAD?

are **you**
making a **difference?**

Young people leading change

2007 Handbook

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ruMAD? in Tasmania Advisory Group

Ros Lewis, Oxfam Australia (Tasmanian Coordinator)

Tony Woodward, Department of Education, Tasmania (Principal Education Officer - the Arts)

Professor Margaret Reynolds, ACROD (Executive Officer) and UNAA (National President)

Margaret Steadman, Sustainable Living Tasmania (Executive Officer)

Ben McKay, Tasmanian Youth Consultative Committee (Project Officer)

Yabbo Thompson, Global Education Consultant

Theresa Sainty, Department of Education, (Aboriginal Education Unit)

Mike McCausland, retired Senior Lecturer in Education

Janelle Middleton, Launceston City Council (Youth Coordinator)

Christina Maher, West Tamar Council (Youth Development Officer)

Elizabeth Ritchie, "The Corner", Youth Health Centre (Coordinator)

Kim Schneiders, Streets Alive Youth Arts

TCGL Management Committee

Robin Bowden, returned volunteer

Mary Dickins, United Nations Association of Australia

Maureen Aiken, TCGL volunteer rep

Helen Hortle, TCGL Coordinator

Yabbo Thompson, Global Education Consultant

Matthew Hamilton, Oxfam Australia

Yvonne James, TEAR Australia

Andrea Weaver, Global Learning Resource Library

Janet Harrington, Returned Overseas Volunteer coordinator

Pat McConville, United Nations Youth Association

Pat O'Halloran, Caritas Australia

Jeremy Picone, World Vision

Ian Sansom, RESULTS Australia

Greg Sawyer, Co-Principal, Rose Bay High School

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Conference Workshop Leaders

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Yabbo Thompson, Global Education Consultant

James Atanasious, Bi-Cultural worker, Community Health Program

Saria Phillips, Youth Health Team, DHHS

Miranda Lapaglia, Youth Health Team, DHHS

Catriona Scott, Threatened Species Section, Department of Primary Industries and Water

Angela Anderson, Interpretation and Education Officer, Parks and Wildlife

Jenni Burdon, Interpretation and Education Officer, Parks and Wildlife

Suki Hopgood, Hobart Water

Corey Peterson, MacKillop College / Sustainable Living Tasmania

Julie Miller, Science Teacher

Pam Claridge, Science Teacher

Michele Chen, Positive Behaviour Support, Catholic Education Office

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ruMAD? has been given in-principle support by the Education Department of Tasmania and the Australian Education Union.



The Tasmanian Centre for Global Learning

educating for a fairer world

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 works with schools, community organisations and individuals to raise awareness of global issues and to promote action for social justice, peace and sustainable development.

More information about the Centre and ruMAD? in Tasmania can be found at www.afairerworld.org.

The Education Foundation Australia



Education Foundation Australia is unique in its focus on philanthropic support for public education. It is the only independent, non-profit organisation in Australia that strengthens public education by investing private monies (philanthropic and corporate) into primary and secondary schools. Its focus is educational excellence and equality of opportunity.

Find more information about the Foundation at www.educationfoundation.org.au.

ruMAD? aims to develop student engagement in learning through social action. Students brainstorm their concerns about what is unfair and take positive steps toward driving change by involving parents, local business and community stakeholders in real world action projects.

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 extra-curricula 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 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 Program allows for a number of levels of commitment: MAD Day, MAD Project, MAD Foundation and ruMAD? Youth Ambassador.

ruMAD? Youth Ambassadors attend the annual conference to celebrate their MAD achievements and learn about being an ambassador for community action.

Program to date

- Over 500 schools around Australia have participated in some aspect of the ruMAD? Program.
- In 2007, 450 ruMAD? Youth Ambassadors trained to spread the word to other young people in Tasmania and Victoria about how they can make a difference.
- In 2007, 32 Tasmanian Schools participated in some aspect of the Program (2005, 13 schools).

More information about ruMAD? in Tasmania, including a downloadable 2008 Tasmanian Overview (providing an introduction to the key features of the Program), can be found at http://www.afairerworld.org/Current_projects/rumad.html.

The following are summaries of all MAD activities in Tasmania in 2007 as provided by the schools.

Clarence High School

Grade level of students involved: 10

No. of students: 20

Our vision: We envisage a world where there is a sustainable, healthy, clean environment, rich in culture and a caring, progressive and balanced society.

Our issue of concern or interest is animal welfare and poverty.

What we have done: Our grade 10 Global Inquiry class has spent most of this year learning about many of the problems facing our world. After seeing so many things wrong we decided that we would like to try and make a difference. Our teacher, Mrs. Staples, decided that to do this we would need experienced help so she invited Mrs. Helen Hortle, from the Tasmanian Centre for Global Learning, to talk to the class and help us work out how we wanted to make a difference. The class discussed some of the issues that were important to us, as well as creating a mission statement. Eventually we decided to focus on the concerns of animal cruelty (in particular ecosystem destruction) and poverty.



The class divided into two groups to deal with these issues. The poverty group decided to hold a barbeque at school, as well as selling crafts such as wallets and letter holders made by women in Peru. The animal cruelty group decided that they would focus on their local area, in particular the Derwent River and its problem with the Northern Pacific sea star. The group decided that they would remove as many sea stars as possible from the rocks around the Bellerive Bluff. Both groups scheduled their activities for the last week of term for year 10s. The class put much effort into the preparation for the events, enlisting the help of other year 10 students, as well as other teachers for supervision purposes.

The day came around much faster than anticipated. Despite this, everything turned out to be very successful. The poverty group raised several hundred dollars, an extremely impressive amount. The sea star group was also very happy with their effort, collecting over 2,500 (2,616) of the pests.

Devonport High School

Project/Activity title: How can I make a difference?

Grade level of students involved: 9

No. of students: 140

Our issue of concern or interest is volunteer work and organisations.

What we have done: We volunteered to help a variety of community organisations. These activities included community gardens, animal rescue, cleaning up public areas, first aid, primary school programs, writing recipes for Gran's Van and gardening at the Arboretum.



Exeter High School

Project/Activity title: Make Poverty History

Grade level of students involved: 7 to 10

No. of students: 400

Our issue of concern or interest is Making Poverty History – Equality, Justice and Democracy.

What we have done: Each grade had a Make A Difference theme to explore: Grade 10 – Make Poverty History, Grade 9 – Democracy, Grade 8 – Justice and Grade 7 – Equality. The grades produced two large banners about their themes and each student wrote a pledge on a hand-shaped cardboard cut-out attached to a small stake. Students also wrote their thoughts about poverty on an individual petition and then collected signatures from family and friends in support of their thoughts. Over 6000 signatures were collected!



At our MAD Assembly we watched two DVDs, one featuring Bono from U2 and the other produced by students in SOSE class. Our school was addressed by Michelle Ryan from City Mission who talked about the work of this organisation assisting people in our own community of Launceston. Ros Lewis spoke about the work of Oxfam in Africa and we also heard from Sudanese woman, Hellen Obwana who spoke about her

experiences in Sudan and her journey to Australia. Highlights of our assembly also included a drama piece and a very entertaining panel discussion featuring our chaplain and SLC members.

We organised a MAD Day walk to which we invited Tasmanian politicians. Senator Guy Barnett and MHR Dick Adams both attended and addressed the school community. Before commencing our walk, students in each grade staked the hand with their individual pledge written on it into the ground, symbolising the collective voice of our school. When this process was completed our 'hands' spelled out 'Make Poverty History' on the bank of our oval. After the walk students enjoyed a sausage sizzle, games, music and the awarding of prizes for the best crazy hats and best banners.

What this led to: Members of the SLC instigated and helped to lead a Make Poverty History forum, 'Are You Making a Difference?', at Launceston College. 8 schools attended and participated in activities and discussion about poverty and the Millennium Development Goals.

Along with Grade 10 students from Brooks and Prospect High, Exeter High students organised 'Enough 2007' - a concert to support the 'Make Poverty History' campaign. Local and interstate bands donated their time, not only on the night of the concert but in the days beforehand playing lunchtime concerts at local schools to promote the concert.

Gagebrook Primary School

Project/Activity title: Cambodia, We Care

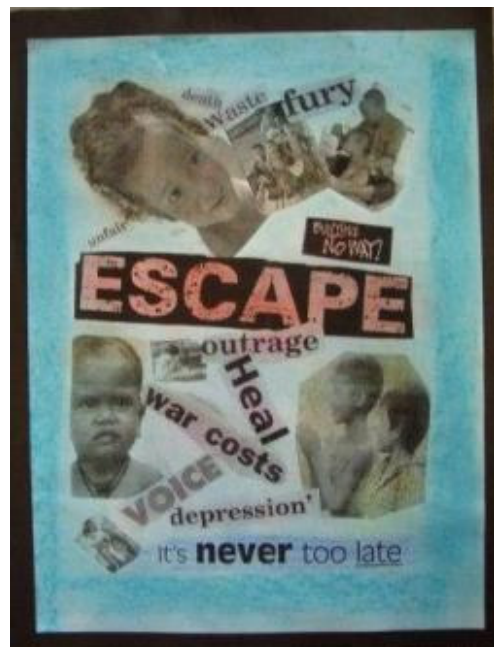
Grade level of students involved: 3 and 4

No. of students: 65 (project); 150 (MAD Day)

Our vision is to raise awareness of the plight of children in war torn countries who are affected by landmines and to create change: changing the attitude of governments in their use of landmines, and changing the lives of the children in a happy positive way.

Our issue of concern or interest is that whilst landmines are used in war as a combat weapon against other armies, the terrible reality is that innocent children fall victim to un-detonated landmines well after the conflict is over. As children in a developed country who do not have to live in fear of such things, we wanted to bring to the attention of others the unfairness of the situation and in particular the children of Cambodia.

What we have done: We launched our MAD Project on MAD Day with school activities to raise awareness and funds. Our daily PE was centred around games



that emulated the use of land mines. We wanted to raise funds that could be used in a way that would directly assist students in Cambodia who had been affected by land mines.

Yabbo Thompson (International Campaign to Ban Landmines) and Robert Woolley (Mines Victims and Clearance Trust) both visited the school to speak to us about landmines. We combined this with personal research to develop an understanding of the issues involved.

We learnt that ring pulls off cans can be recycled and that the money raised is used to fit landmine victims with artificial limbs. We encouraged the entire school community to collect ring pulls and we are still collecting them.

We decided that we would hold an art auction to raise funds for our cause. Not only did we have to create all the art work, we had to find a venue, contact organisations and businesses for donations and work out the details of the event including how we would advertise it.

We decided to contact our Federal Government by means of a petition signed by children in the hope that we could make some lasting difference for children of the future.

'The Great Art Auction' was held at Sirens Restaurant on October 16 and it was an enormous success. A week later we held 'The Grand Art Auction' at our school.

All the money that we raised throughout the year (\$1500) was presented to Robert Woolley (MIVAC) at a celebration of our efforts and achievements.

Huonville High School



Project/Activity title: Make A Difference Day

Grade level of students involved: 7

No. of students: 25

Our vision: to be advised

Our issues of concern or interest: Embracing diversity, climate and energy.

What we have done: Found out about people from other cultures and about climate change. (More details to be advised.)

Molesworth Primary School

Project/Activity title: Cleaning up our creek – Sorell Creek

Grade level of students involved: K to 6

No. of students: 27 (Project); 50 (MAD Day)

Our issue of concern or interest is that our creek is over-run by willow, monbretia, blackberries and other weeds.

What we have done: We organised a clean up program along our creek – Sorell Creek, in the grounds of the Community Hall. We contacted the New Norfolk City Council and asked them to donate some native plants to plant out in that area. We tied this in with our Tree Planting Day.

There are many weeds flourishing along Sorell Creek and crack willow often threatens to block the creek. We wrote articles for our school newsletter, making community members aware of the issues involved.

We intend to continue this clean up program next year with the help of our teachers and aides by having regular weeding of the area. We would also like to plant more native plants.

We also intend to begin regular testing of the creek for water quality. We will inform the New Norfolk City Council if there are any problems.



New Town Primary School

Project/Activity title: Reducing Energy Use at New Town Primary

Grade level of students involved: 3

No. of students: 25



Our vision is for a world where we have clean air and fresh water and people treat each other with respect in a healthy environment.

Our issue of concern or interest: We wanted to make a positive change to global warming. We decided it was up to us to reduce energy use in our school.

What we have done: We designed an energy use survey for students and teachers and did a survey of the school in June. We told the classes we would be back at the end of August to re-do the

survey and see if things had improved. We also made posters to remind people about turning off lights, walking to school etc.

Since we did the survey a lot of people in our school have said they are trying to reduce their energy use. Every week two of us read the electricity meter and report on our progress to the rest of the school. Since we started our project, our school has reduced their energy use most weeks by an average of 8 kilowatt hours.

We also have an Environment Club that has set up a vegetable garden and two worm farms. We feed the worms our food scraps and hope to use the worm castings for our garden.

Oatlands District High

Project/Activity title: Let's Work Together!

Grade level of students involved: 5 to 10

No. of students: 152

Our vision: Collective Responsibility

Our issue of concern or interest is saving energy and minimising waste.

What we have done: Student Leaders fostered an awareness of how to save energy and minimise waste at school. They created posters and fact sheets; showed videos; gave presentations; and organised a lunch-time trivia challenge, which included questions on saving energy.

A competition between classes to minimise waste was organised. Classes were allocated areas of the school grounds and challenged to keep them clean and waste free for two weeks. Student leaders monitored this and awarded a certificate to the winning class. Each class was also made responsible for initiating their own ideas on how to *Reduce, Reuse or Recycle* in their classrooms.

Riverside High School



Project/Activity title: Make Poverty History Walk

Grade level of students involved: 7

No. of students: 25 (project); 220 (MAD Day)

Our vision: To make poverty history.

Our issue of concern or interest: Global poverty.

What we have done: Raising awareness of how students can contribute to campaigns

designed to eradicate poverty. We have undertaken research, invited guest speakers and held a walk to raise awareness.

Rose Bay High School

Project/Activity title: Rose Bay High School Recycling Scheme

Grade level of students involved: 7

No. of students: 5

Our vision is for a world where paper is recycled in an efficient process and people are educated about sustainability.

Our issue of concern or interest: We, as a group were appalled about the sheer magnitude of paper being wasted in our school. The major cause of this concern is that people are not educated or informed about the importance of recycling in the community. That has led to negligence regarding saving paper in classrooms and at photocopiers.

What we are doing: We will contact the necessary recycling companies (Veolia) and get them to deliver recycling bins to our school and get students and teachers using them. One recycling box will be placed in each classroom and teacher office and staff will be encouraged to use them and inform students about their use.

We will change the default white A4 paper to be used in photocopiers and printers to recycled pulp product instead of new, bleached white paper. When one side of this already recycled paper is used we will use the non confidential sheets of this as pads for rough copies for classroom use.

When both sides of this paper are used we will finally place it in the recycling bins.

We want our school to have an improved green image; and we want to stop this needless waste of paper. Doing this as a school will make people think more about conserving what we have.

We plan to continue this next year or to educate next year's Grade 7s to continue the project.

Project/Activity title: Ronald McDonald House Volunteers

Grade level of students involved: 7

No. of students: 4

Our vision is to help support the families of sick children.

Our issue of concern or interest: Sick children and volunteers.

What we have done: We have made regular visits to Ronald McDonald House to clean, help out and play with the kids. We have raised awareness within the school through assemblies and the daily Bulletin and have organised other students to volunteer at Ronald McDonald House.

Project/Activity title: Mali

Grade level of students involved: SRC / Grade 7 to 10

No. of students: 6 (Project); 650 (MAD Day)

Our vision is to eradicate poverty and provide better medical care for children in Mali.

Our issue of concern or interest is poverty and health.

What we have done: We first got involved with the Mali project at the start of 2007. A group of students from our school attended a Reach Leadership forum. We were pretty touched by their story, so we started going ahead with making plans and events to make people aware of the conditions in Mali and to raise money to buy services for Mali. We had an assembly in the gym. We showed the video of the children and families in Mali, and told the whole school about it. We got them all involved by making a survey and question sheet. Students completed activities on Mali in Grade Time. Kacie West produced a wall-hanging. Our main event was our



'Bands in the Gym' day where we raised funds by charging a gold coin entrance fee.

We tried to get other schools and people involved at every chance we could. If you would like to help, then email elise.klein@reach.org.au and she can give you more information on how you can contribute to this worthy cause.

Rosetta Primary School

Grade level of students involved: 5 and 6

No. of students: 12 organising (320 MAD Day)

Our issue of concern or interest is the situation for children in Laos and the Philippines.

What we have done: We organised activities which gave all grades a greater awareness of living conditions for some children in other countries, the reasons for this and ways to make a difference. We held a whole school assembly where we talked about street kids and we showed a World Vision DVD. We encouraged each class to raise \$40 which is enough to feed 8 children for 1 month. Fund raising activities included a free dress day, our own version of the 40 hour famine and the making and selling of biscuits. Money raised was donated to Bahay Tuluyan, a non-profit organisation working with children in need of special protection in the Philippines, and World Vision.



Somerset Primary School

Project/Activity title: M.A.D. Month

Grade level of students involved: K to 6

No. of students: 180

What we have done: During our M.A.D. Month the student council organised activities to make a difference to many things.

- We planned for and visited the residents of Yarandoo with the aim of building connections between the school and senior citizens.
- A group prepared and presented a very interesting PowerPoint display and talk about the history of and leadership opportunities at Somerset Primary for the local Rotary Club.
- A Mat Sale and a free dress day were held to raise money to help provide clean drinking water to other countries. The mat sale gave everyone a way to sell their old toys and things they had made as well as giving students practice in maths, marketing and bargaining skills.

- Environmental activities included tree planting, removal of sea spurge from Somerset Beach and collecting old phone books and mobile phones for recycling.
- At school we organised Target 2000 where we set the target of reading 2000 books during the month. We also planned physical activities and games at lunch-times and invited a guest speaker to talk to students about being sun safe.

St Helens District High

Project/Activity title: Depression Awareness

Grade level of students involved: 9

No. of students: 5

What we have done: to be advised

Project/Activity title: Making Children's Rights a Reality

Grade level of students involved: 10

No. of students: 4

What we have done: to be advised

Project/Activity title: The Extreme Local Music Related Concert (TELMRC)

Grade level of students involved: 9 -10

No. of students: 10

What we have done: to be advised

Project/Activity title: Animals for Life

Grade level of students involved: 9 -10

No. of students: 4

What we have done: to be advised

St Michael's Collegiate

Project/Activity title: Whitewater Creek Planting

Grade level of students involved: 9

No. of students: 58

Our issue of concern or interest is environmental regeneration.

What we have done: We prepared a presentation on the issue for the school community and focused on revegetating a stretch of Whitewater Creek, Kingston. Assisted by 2 Kingborough Council staff, we planted approximately 600 trees.

Project/Activity title: Community Support for Elderly

Grade level of students involved: 8

No. of students: 6

Our vision is for dignity and companionship for all members of the community.

What we have done: We regularly visit and assist elderly residents at St Ann's in Davey Street. We have also undertaken several aged care training programs with staff and trainers at St Ann's. We have been attending St Ann's regularly since year 6.

Project/Activity title: Environmental Sustainability

Grade level of students involved: 7

No. of students: 5

Our vision is for a world where all people consider the environment in everything they do.

Our issue of concern or interest: We are interested in developing an environmentally friendly middle school.

What we have done: We have begun considering the key environmental issues associated with the running of our Middle School including energy use and waste. The Middle School is currently being rebuilt so there are many opportunities to have input.



Grade level of students involved: 9

No. of students: 6

Our vision is that all events can learn to be environmentally considerate.

Our issue of concern or interest is to make the ruMAD? Youth Ambassador Conference a 'zero waste' event.

What we have done: Our school hosted the ruMAD? Youth Ambassador Conference and we tried to put in place as many measures as possible to reduce the amount of waste produced by the event.

St Patrick's College

Project/Activity title: Student Social Justice Approach

Grade level of students involved: 7 to 12

No. of students: 25 -30

Our vision is to make the world a nicer and more peaceful place to live in: to act in our local community to raise awareness of what is happening in the world around us, and what can be done to help.

Our issue of concern or interest is to create social justice within the wider community.

What we have done: We have established a social justice group throughout the college including students from 7-12. Some of our projects were:



- NAIDOC Week

We had flag raising services, guest speakers and we also had an Aboriginal artist come in and give art lessons to some art students throughout the college.

- Project Compassion

Tutor groups throughout the college organised and held food stalls and activities to raise funds for Caritas. One of the sporting houses, Rice, held their annual 'Rice Walk for Water', where SRC members, students and staff participated in a 12 hour walk-a-thon.

- East Africa Week

The whole college participated in different activities to raise funds for our school in Tanzania, which is in East Africa. This week consisted of a genie auction, various food stalls, a staff versus students football and soccer match and a senior girls versus senior boys netball match. On the last day we had free dress and each student made a gold coin donation. Students spent the second half of the school day participating in an afternoon of excitement and fun.

- Harmony Day

The St Patrick's College community combined together to celebrate all the different cultures within our community. On Harmony Day, the Harmony Day committee held a festival in the college. With orange being the colour of harmony, we had orange Fanta, cakes, biscuits, face painting, ribbons and many other activities. Last year we used the money to purchase flags from each of the countries that the St Patrick's College community comes from. These flags were hung in our college gymnasium where we have our assemblies and also in our library.

Taroona High School

Project/Activity title: Introduced Marine Species

Grade level of students involved: 10

No. of students: 24

Our issue of concern or interest is introduced marine species in the Derwent River.

What we have done: We wanted to increase awareness among students, staff and the local community of the threat and consequences of the Northern Pacific sea star pest. We organised a display at school to raise awareness of the issue. The display included live specimens which we collected from the Sandy Bay Yacht Club and placed in an aquarium.



The Don College

Project/Activity title: Oaktree "One Day"

Grade level of students involved: 11 and 12

No. of students: 100

Our vision: From little things big things grow...

Our issue of concern or interest is to raise funds for a scholarship for a child in East Timor.

What we have done: "One Day" is Oaktree's biggest fundraising campaign. We made a hundred tickets featuring an acorn, numbered them and sold them for \$1.00 each. It was virtually a raffle, with Nick Pedley offering a prize voucher. We also set up a display of an oak tree (3D) in the library with information about One Day and the Oaktree Foundation

Project/Activity title: NAIDOC Week

Grade level of students involved: 11 and 12

No. of students: 100

Our vision is that positive experiences of another culture build tolerance and understanding.



Our issue of concern or interest is raising awareness of NAIDOC and Aboriginal culture.

What we have done: NAIDOC Week came early to Don College this year and was one of the most successful celebrations to date! The week involved weaving workshops in the library and painting in the art rooms. A tour of

Tiagara and an aboriginal cultural experience was arranged for our exchange students which culminated in a native foods inspired lunch on the last day!!

Students were selected to receive a special medal which was struck to celebrate 50 years of NAIDOC. Prizes were given to participants in the boomerang and didgeridoo playing contests. Interestingly enough, one of our exchange students Silvia Brun from Switzerland was clearly the most talented in playing the didg (maybe it was all the practice on the alphorn that gave her the super breath control!)

Project/Activity title: Launch Yourself into Business

Grade level of students involved: 11 and 12

No. of students: 100

Our issue of concern or interest is that people in third world countries need a helping hand to start a small business and that a small effort on our behalf can make a huge difference to their lives.

What we have done: We challenged college groups to start a business on a seeding grant of \$14.00 (which is the purchase price of an Oxfam unwrapped gift of a business). Their goal was to at least double the investment and hand back the grant!

We raised enough money to purchase 27 businesses in the third world.

Project/Activity title: Chill Out Café

Grade level of students involved: 11 and 12

No. of students: 60

Our vision is that knowledge of relaxation techniques and healthy brain foods could help students to manage their stress levels during exam time.

Our issue of concern or interest is good mental health.

What we have done: We ran a free Chill Out Café for Mental Health Week (supported by a grant from the Mental Health Program) offering a range of healthy calming mocktails and brainfood, accompanied by cool music. Psychology classes prepared place mats with helpful hints for stress management and a session on Laughter Yoga Therapy (which was great fun!!). Our Hair and Beauty class also provided vouchers for free pampering sessions – greatly appreciated by all!

The Friends' School (Clemes College)

Grade level of students involved: 11 and 12

No. of students: 330

What we have done: During 2007 Clemes Campus students at The Friends' School were involved with many MAD activities aimed at making a difference in their school and in their local and global community.



Continuing on from last year, students enjoyed helping with the breakfast program

at Risdon Vale Primary School while others worked to raise awareness about blood donations, encouraging others to give blood. Students worked with The Salvation Army to organise a Christmas party for children and with Conservation Volunteers, planting trees. An International Food Fair was run to raise funds for a Bangladeshi school and World Vision was supported through the 40 hour famine and by purchasing a 'Goat for Uganda'. Other fund/goods raising activities supported Samaritan's Purse (Gifts for Laos), Adopt an Acre, Cerebral Palsy Tasmania (collecting and donating old phones), Hobart City Mission (plain clothes day and food drive), Bush Heritage (barbecue and fundraising) and Surf Life Saving Australia (Boardies Day).

Trevallyn Primary School / Launceston College

Project/Activity title: Trevallyn Madness

Grade level of students involved: 5, 11 and 12 (Launceston College)

No. of students: 70

Our issue of concern or interest is caring for our environment and the people and animals within it.

What we have done: Students from Launceston College and Trevallyn Primary School formed groups to work on a variety of activities which were all aimed at making a difference in their local community. MAD activities included:



- We designed posters to encourage people to donate money to help find a cure for the facial tumours that grow on Tasmanian devils and we organised a money line to raise funds.
- We wanted to help older, lonely people feel less isolated so we arranged to visit some elderly people in the Legana area. We made cards to give to these older community members and also made posters to encourage people to help the elderly.
- We wanted to spread the word for people not to vote for building the pulp mill in Launceston. We created posters to educate people about the problems that building the pulp mill in the Tamar valley will cause.
- We raised money for the RSPCA by organising a sausage sizzle and a free dress day.
- Our group wanted to raise money for Oxfam. Oxfam has a gift catalogue where people can buy things and then Oxfam sends them to people in need, all around the world. We raised money to buy chickens. We had a talent show during lunchtime. It cost 50 cents to enter and ten cents to watch. Prizes were awarded for the best performances.
- We visited St Giles and talked and played with the children and we made cards for them. We organised a raffle to raise money for St. Giles. The first prize was a basket of assorted lollies and biscuits and the second prize was a big bag of lollies. We made posters to advertise the raffle.

Wynyard High School

Project/Activity title: to be advised.

Grade level of students involved: 10

No. of Students: ____

Our issue of concern or interest: Battery farming of poultry.

What we have done: to be advised.

Project/Activity title: to be advised.

Grade level of students involved: 10

No. of Students: ____

Our issue of concern or interest: Organ and blood donation.

What we have done: to be advised.

Project/Activity title: Special needs riding program

Grade level of students involved: 10

No. of Students: ____

Our issue of concern or interest: Caring for special needs children.

What we have done: to be advised.

Project/Activity title: to be advised.

Grade level of students involved: 10

No. of Students: ____

Our issue of concern or interest: to be advised.

What we have done: Organised events to fund-raise for a variety of needs including Shave for a Cure, 40 Hour Famine and Daffodil Day.



For the first time this year an ruMAD? Youth Ambassador Conference was held in both the north and south of the state, allowing the number of participating students to increase significantly. St Michael's Collegiate was the host for 154 students from 16 schools; in the north, Launceston College hosted 104 students from 16 schools.

The aims of the ruMAD? Youth Ambassador Conference are to:

- ▶ publicly recognise students for 'making a difference';
- ▶ create networks between students, teachers and community organisations giving greater strength to MAD Projects;
- ▶ continue to develop the leadership and presentation skills of students; and
- ▶ inspire students to keep working for a fairer world.

During the morning, participants worked with leading community change-makers on topics of local and global concern.

In the afternoon, students had the opportunity to share their change-making MAD activities and ideas with fellow ambassadors and invited guests from the community.

ruMAD? Youth Ambassadors each received a certificate and access to information on how to be an ambassador. This information can also be viewed at www.afairerworld.org/ambassador.

Names of participating students and outlines of each workshop are shown on the following pages.

Feedback shows that students, teachers and workshop presenters found the conferences inspiring and a wonderful opportunity to make connections for future MAD activities.



This is a sample of comments made by participating students:

- “It was a great day. Everyone was happy. We got to share things with other people which was great!”
- “Today was a good experience, I learnt things I didn’t know and the workshop helped me come up with more ideas. Thank you.”
- “The food was good. I learnt heaps! A lot better than normal classes! You rock!”
- “It was really good to find out about what other schools were doing to make a difference around the state.”
- “The ruMAD? experience is definitely something you should have, if given the opportunity.”
- “The workshops were very educational and inspirational and it was interesting to see what other schools have been doing to make a difference.”
- “It was an interesting day out.....It was good working with people I didn’t know.”
- “Very much enjoyed the workshop discussions. Gained a greater sense of productivity and awareness of issues on a global scale.”
- “It was great. Schools should have more days like this.”
- “I think this day is really good, because it opens your eyes about what’s happening in the world.”
- “I enjoyed the ruMAD? workshop, with great people, good atmosphere and excellent food.”
- “It was really fun and cool to see what other people are doing.”
- “Very good and excellent leaders. Need longer in workshops though. They could last all day.”
- “I enjoyed meeting the other students and seeing their ruMAD?”
- “I liked the schools’ displays that people set up. It was great people had a say about what they were standing up for such as animal cruelty and water restrictions.”

2007 Youth Ambassadors (South)

Clarence High School, Clarence: Gianna Staples, Jan Burgess

Cera Lawler	Grade 10
Tom Gibb	Grade 10
Tom Castle	Grade 10
Jacob Negus	Grade 10
Michael Bird	Grade 10
Amy Zirella	Grade 10

Gagebrook Primary School, Gagebrook: Steve Robinson

Damian Rose	Grade 3/4
Jazmine Cowling	Grade 3/4
Shania Canham	Grade 3/4
Tyler Thornton	Grade 3/4
Kyle Clifford	Grade 3/4
Jye Iles	Grade 3/4
Taylor Allie	Grade 3/4
Elissa Lovell Shaw	Grade 3/4
Jessica Knight	Grade 3/4
Natasha Cartledge	Grade 3/4
Luke Cartledge	Grade 3/4
Ski Hooper	Grade 3/4
Brooke Haynes	Grade 3/4
Caleb Bedelph	Grade 3/4

Huonville High School, Huonville: Janet Harrington

Freya Steel-Wood	Grade 7
Leanna Brown	Grade 7
Sarah Norris	Grade 7
Angus Ryan	Grade 7
Tom Woodward	Grade 7
Jonathan Leaman	Grade 7
Hayley Coleman	Grade 7
Tom Ekin	Grade 7

Molesworth Primary School, Molesworth: Eileen Breaden

Eliza Haigh	Grade 6
Ethan Dare	Grade 6
Jayden Wiggins	Grade 6
Jacob Kelly-Clements	Grade 6

Mt Faulkner Primary School, Chigwell: Kelly Dyer

Luke Hudson	Grade 4
Brayden Daniels	Grade 4
Danielle Crack	Grade 4
Georgia Ziegler	Grade 3
Luke Nichols	Grade 3
Kirsten Nicholson	Grade 3
Sophie McCoull	Grade 3
Kaitlyn Daniels	Grade 3

New Norfolk Primary School, New Norfolk: Brooke Innis

Hannah Edwards	Grade 5
Jeremy Young	Grade 5
Jesse Hurst	Grade 5
Mya Silverthorne	Grade 5

New Town Primary School, New Town: Carol Bristow

Ruby Toohey	Grade 3
Harry Cock	Grade 3
Fulvio Aragon	Grade 3
Natasha Robins	Grade 3
Lydia Gorniak	Grade 3
Jacob Daniels	Grade 3
Oscar Parkinson	Grade 3
Ziggy Schulz	Grade 3
Sophie Elliott	Grade 3
Robert Ketchell	Grade 3
Meg Donoghue	Grade 3

Rokeby High School, Rokeby: Chris Cherry, Shane Oldfield

Hamish Renwick	Grade 7
Emillie Cooke	Grade 7
Emily Scott	Grade 8
Marium Addicoat	Grade 8
Nathan Smedley	Grade 9
Daniel Smith	Grade 9

Rose Bay High School, Lindisfarne: Greg Sawyer

Lewis Van Bommel	Grade 10
Sarah Grueber	Grade 10
Danni Monks	Grade 10
Alice Oakley	Grade 10
Georgia Mullin	Grade 7
Courtney Chaffey	Grade 7
Natalie Wood	Grade 7
Demi Pennicott	Grade 7
Tas Coomber	Grade 7
Isaac Williams	Grade 7
Jesse Hawtree	Grade 7
Jordan Crombie	Grade 7
Colin Pettman	Grade 7

Rosetta Primary School, Rosetta: Andrea Rumney

Lewis Chamberlain	Grade 6
Will Page	Grade 6
Scott Bowden	Grade 6
Thomas Warrington	Grade 6
Matthew Harper	Grade 6
Ryan Howell	Grade 6
Hayden Applebee	Grade 6
Mitchell Cook	Grade 6
Maddy Newlands	Grade 5
Hugh Walters	Grade 5

Sorell District School, Sorell: Naomi McGlone

Sean Davies	Grade 8
Georgina Hall	Grade 8
Georgia Flanagan	Grade 8
Olga Nelson	Grade 8

St Michael's Collegiate, Hobart: Charles Kemp

Brittany Slyp	Grade 5
Hilary Goldsmith	Grade 5
Gabbie Cleaver	Grade 5
Ruthie Jeanneret	Grade 7
Ebony Abblitt	Grade 7
Ella Tenni	Grade 7
Meg Bailey	Grade 8
Rosie Griffiths	Grade 8
Sophie Huchet	Grade 9
Gen James	Grade 9
Abby Young	Grade 9
Sarah Harrison	Grade 9
Ashton Brooks	Grade 9

Taroona High School, Taroona: Rod Mills

Jacob Marsh-Robinson	Grade 10
Eva Bryant	Grade 10
Anna Mazengarb	Grade 10
Prue Evans	Grade 10

The Friends' School, Hobart: Kylie McKinnon

Galen Correy	Grade 10
Cally Snare	Grade 10
Tom Marshall	Grade 9
Eloise MacDonald-Meyer	Grade 9
Yasmin Lewis	Grade 8
Callum Howard	Grade 8
Andrew Dunn-Lobban	Grade 7
Dariel Roper	Grade 7

The Friends' School (Clemes College), Hobart: S. Roberts, M. Nicholson

Dean Haley	Grade 11/12
Eleri Minnis	Grade 11/12
Callum Vidor	Grade 11/12
Matt Mackay	Grade 11/12
Jack Redpath	Grade 11/12
Alice Dudgeon	Grade 11/12
Hannah Warwareck	Grade 11/12
Vaughan Sheedy	Grade 11/12
Amelia Johnstone	Grade 11/12
Charlotte Quinn-Watson	Grade 11/12
Nick Creten	Grade 11/12
Hamish Gunn	Grade 11/12
Allison Martyn	Grade 11/12

Woodbridge School, Woodbridge: Nel Smit

Ben Weltman Jansen	Grade 4/5
Jessica Lawler	Grade 4/5
Sam Murray	Grade 4/5
Liam Dowsett Clarke	Grade 4/5
Dylan Cowie	Grade 4/5
Karlo Lao Read	Grade 4/5
Kinnan Brightman	Grade 4/5
Blake Bloomfield	Grade 4/5
Darcy McGovern	Grade 4/5
Skye Shwan	Grade 4/5
Patricia Gocon	Grade 4/5
Nathan Aver	Grade 4/5

2007 Youth Ambassadors (North)

Brooks High School, Rocherlea: Lamanda French

Mateen Ahmadi	Grade 10
Genevieve Cooley	Grade 10
Damien Viney	Grade 10
Jessica Taylor	Grade 10
Sarah Portsmouth	Grade 10
Kiah Whyte	Grade 10
Deanne Heier	Grade 10
Amy Bradley	Grade 10

Devonport High School, Devonport: Garry Foster

Abbie Davis	Grade 9
Loren Boyd	Grade 9
Jack Stokes	Grade 9
Chris Haines	Grade 9
Anika Kalka	Grade 9
Elizabeth Jolly	Grade 9
Meg Lillico	Grade 9
Mikayla Kenzie	Grade 9
Taylor Beaumont-Whiteley	Grade 9
Andrew Murfet	Grade 9

Exeter High School, Exeter: Kathleen Campbell, Ben McKinnon

Harley Rezuk	Grade 9
Sam Hanson	Grade 9
Emily Stoward	Grade 9
Amber McKenzie	Grade 9
Kate Mitchell	Grade 9
Jozie Smith	Grade 9
Erin Worth	Grade 9
Kelsie Wright	Grade 9
Taylah Williams	Grade 10

Emma Honeychurch	Grade 10
Samantha Slore	Grade 10
Jessica McCartin	Grade 10
Isobel Hurst	Grade 10
Matt Stevens	Grade 10
Valeria Macdonald	Grade 10
Isaac Doust	Grade 10
Hollie Moore	Grade 10
Jennifer Ralph	Grade 10

Hellyer College, Burnie: Heather Eaton

Shontelle Sturzaker	Grade 11/12
Koby Blizzard	Grade 11/12
Cassie Lions	Grade 11/12
Sarah Chugg	Grade 11/12
Erica Cunningham	Grade 11/12

Home Schooled, Hobart: Emma Haswell

Eliza Haswell	Grade 6
Meg Lawrence	Grade 5
Gemma Lawrence	Grade 5

Lilydale District School, Lilydale: Kerry Lamb, Ben Oliver

Katrina Johnson	Grade 9
Brittany Williams	Grade 9
Zane Robnik	Grade 9
Alex Jensen	Grade 9

Prospect High, Prospect

Liam Dolbey	Grade 10
Kate Rubenach	Grade 10
Amanda Case	Grade 10

Queechy High School, Launceston: Adrian Smith

Amy Whitney	Grade 8
Isobel Constable	Grade 8
Emma Murray	Grade 8
Sam Fair	Grade 8
Dana Young	Grade 8
Kirby Allen	Grade 9
Danika Honey	Grade 9
Connie Lippis	Grade 9
Erin Cameron-Smith	Grade 9
Shannon Gibbons	Grade 9
Tom Neville	Grade 9
Jarrold Larcombe	Grade 9
Darien Colbeck	Grade 9

Riverside High School, Riverside: Tim Dunham

Richard Bell	Grade 7
Meredith Bird	Grade 7
Aaron De Witt	Grade 7
Alex Ford	Grade 7
Lachlan Tong	Grade 7
Ruby Sayer	Grade 7
Kayla Kennett	Grade 7
Stephanie Bean	Grade 7
Andrew Sheppard	Grade 7
Nic Magliarditi	Grade 7
Beau Hills	Grade 7
Jono Widdowson	Grade 7

St Helens District High School, St Helens: Simon Holmes

Zac Johnson	Grade 9
James Webb	Grade 10
Renee Herman	Grade 10
Amy-May Beg-Grose	Grade 10

St Patrick's College, Launceston: Tania Pickett

Samantha Carsley	Grade 9
Brigida Van Nynanten	Grade 9
Thomas Masiya	Grade 10
Samantha Barnett	Grade 10
Bronte Geraghty	Grade 10
Danielle Turner	Grade 10
Rossina-Roberta Ngwenya	Grade 11
Josh Maher	Grade 11
Jessica McLauchlan	Grade 12
Rebekah Webb	Grade 12

The Don College, Devonport: Ann Hodgkinson

Nick Pedley	Grade 11/12
Elise Blades	Grade 11/12

Trevallyn Primary School, Trevallyn: Peg Smith

Kate Woodworth	Grade 5
Kirsten Cooper	Grade 5
Sophie Todman	Grade 5
Georgina Harvey	Grade 5
Jessica Mead	Grade 5
Kate Tuff	Grade 5
Alexandra Garwood	Grade 5
Allan Le	Grade 5
Nathan Zanetto	Grade 5
Ben Dowden	Grade 5

Ulverstone High School, Ulverstone

Isaac Gee

Wynyard High School, Wynyard: Judy Lutwyche

Laura Bryan	Grade 10
Lara Margison	Grade 10
Emily Jones	Grade 10
Leah Mahoney	Grade 10

Abbey Duncan	Grade 10
Amy Littler	Grade 10
Michelle Bugg	Grade 10
Jacob Gillam	Grade 10
Leesa Lohrey	Grade 10
Mikaela Sullivan	Grade 10
Aleisha Bugg	Grade 10



Children's Rights (North)

Presenters:

Ros Lewis, *Tasmanian Coordinator, Oxfam Australia*

Mary Dickins, *Tasmanian Coordinator, Make Poverty History campaign*

Vice President, United Nations Association Australia (Tas)

Volunteer, Bahay Tuluyan Philippines Australia

[The United Nations Association of Australia \(Tasmanian Division\)](#) is a non-profit, non-government, community organisation promoting the aims and ideals of the United Nations and seeking support for the United Nations and its many programs and agencies. It gives Australians the opportunity to speak out and to be involved in the wide range of issues that confront the United Nations and Australia: from human rights to peacekeeping, from greenhouse gases to clean water.

[Bahay Tuluyan Philippines Australia](#) is an organisation committed to supporting the work of Bahay Tuluyan. Bahay Tuluyan Philippines is a Filipino non government organisation working for children in need of special protection through the promotion, protection and fulfillment of children's rights.

Objectives:

- To pass on information about what children's rights are, how they are special compared to human rights and where they can be found.
- To show how children's rights across the world, and in the participants' own lives, can be taken away.
- To discuss the participants' role in ensuring that children's rights are respected in their own lives and across the world.
- To develop understanding that rights come with responsibilities.
- To increase students' knowledge and skills and develop their confidence as activists.

Grade: 9 - 12

Outline:

- Icebreaker.
- Discuss Children's Rights; what they are; where they come from; the Convention on the Rights of the Child (CRC).
- Talk about Bahay Tuluyan and the importance of the CRC.

- Break into groups of 2 and each take a poster and case study; identify what rights are being violated in each case; come up with a campaign strategy for educating people about children's rights being violated according to case study.
- SMART objectives – specific, measurable, achievable/artistic, realistic, time-bound.
- Come back together and devise a list of rights and responsibilities to take back to school.

Climate and Energy (North)

Presenter: Nick Towle, OzGREEN (Global Rivers Environment Education Network)

[OzGREEN](#) is an independent, not for profit organisation with the vision of 'empowering people and communities to make a unique contribution in building a society that is socially and ecologically sustainable'. This is achieved through a range of empowering programmes which complement the activity of other related organisations. One of these programmes is YouthLEAD, which is an innovative environmental and social action and leadership training programme for 15 to 25 year olds, providing young people with the skills, motivation and opportunities to lead the ways to a sustainable and meaningful future.

Objectives:

- To increase student understanding of the current science behind global warming.
- To explore the idea of our ecological footprint and to use this as the basis for discussion around solutions to climate change, such as finding ways to use energy more efficiently.

Grade: 9 - 10

Outline:

- The workshop was opened with a PowerPoint on climate change, understanding the science, the threats and potential solutions.
- Following this each student completed an Ecological Footprint questionnaire. This was used as the basis for understanding how much of the world's resources we use through our everyday lifestyle choices.
- The workshop was completed with small group discussions around the choices we make at home and school and what we can all do to live more sustainably.

Peace: Local to Global (North)

Presenters:

Michele Chen, *Education Officer, Positive Behaviour Support, Catholic Education Office*

Hellen Obwana, *Humanitarian entrant (Africa)*

Objectives:

- Participate with peers to gain further insights into local and world peace.
- Experience through text and personal story the impact on places where peace does not exist (eg war zones, playground incidents).
- Identify areas of possible conflict in their own worlds.
- Rehearse a range of ways of responding to aggression.
- Leave with a personal commitment to address one area of possible change in their local world.

Grade: 5 – 7

Outline:

- View and read - *For Every Child*, UNICEF - discuss briefly.
- Discuss - Children's Rights Commission mini-pamphlets.
- Read and share - *Petar's Song* - discuss types of conflicts (local/global).
- Brainstorm concepts of *assertive/passive/aggressive* responses.
- Skits - *Cool/Weak/Aggro* - read in small groups (2X2) - write different solutions (ie C/W/A) and/or act out and we interrupt to share and/or guess which type of response/solution is being used.
- Hellen Obwana to share her own personal story of being in an African country at war, providing a genuine and global perspective on the impact of war on individuals and their families.
- Recap and debrief feelings / experiences re issues raised in this session.
- Create ... POSTER - POEM - SONG - BOOKMARK - PLATE - SCRIPT...
- Design either a PLATE or your own '*TASPLATE*' (TBC) - with a possible personal theme for local action.

Saving Species (North)

Presenter:

Jenni Burdon, *Interpretation and Education Officer, Parks & Wildlife Service*

[Parks and Wildlife Service](#) is a state government conservation agency responsible for national parks and reserves in Tasmania.

Objectives:

Students will identify projects they can undertake to raise awareness about biodiversity and saving species.

Grade: 5 - 8

Outline: Students identified global and then local issues which contribute to species loss and declining biodiversity. We looked at why they think it is worthwhile to look after biodiversity. Students identified their own personal areas of interest in this field, and looked at possible projects to raise awareness of biodiversity in their local communities. These areas included addressing animal road-kill in their local area, raising money for devil research and tree planting.

Water Conservation (North)

Presenters:

Julie Miller, *Science teacher*

Pam Claridge, *Science teacher*

Objectives:

- To increase students' understanding of water as a resource, especially that there is a very limited amount of fresh drinking water on this planet.
- To have the students appreciate where and how water is used in their everyday lifestyle.
- To increase awareness of modifications that can be made to lifestyle to conserve water (local and international examples).

Grade: 5 – 8

Outline:

- A PowerPoint on the water cycle to check that all students have this underpinning knowledge.
- Basic facts about the amount of fresh water in the world.

- Knowledge using percentage about which broad sectors of our society use water - aimed at the students realising that agriculture uses most of the water.
- Explore the meaning of agriculture - includes a wide range of products eg clothes, paper etc.
- Practical activities to consolidate the above.
- Activities for students to conduct in their class - handouts and explanation.

Animal Rights (North & South)

Presenters:

Emma Haswell, *Brightside Farm Sanctuary / Against Animal Cruelty Tasmania*

Julie Williamson, *Coordinator, Against Animal Cruelty Tasmania*

Anne Boxhall, *Education and Project Officer, Dogs' Homes of Tasmania and Hobart Cat Centre*

[Brightside Farm Sanctuary](#) is a place in the sun for rescued farm animals. The animals at Brightside are ambassadors for their land, showing people the true face of farm animals and how wonderful they are. Emma Haswell, founder of Brightside, is available for educational talks to both primary and secondary students and groups outside schools. She does this with help from one of the sanctuary's rescued pigs. The aim is to raise the level of awareness regarding the suffering that factory farmed animals endure.



[The Dogs' Homes of Tasmania](#) shelter around 5,000 lost and unwanted dogs every year. Happily, the majority are reclaimed by their owners or adopted into new homes.

There are three Dogs' Homes in Tasmania located at Hobart, Devonport and Burnie.

The Hobart Cat Centre shelters 3,000 unwanted cats every year.

[Against Animal Cruelty Tasmania](#) is a not-for-profit group based in Hobart. Their aim is to eliminate all exploitation, cruelty and suffering of animals within Tasmania and beyond. AACT strives to facilitate change through non-violent action, education, political lobbying on a wide variety of issues and law reform. Current campaigns target

the live export industry, intensive farming, and duck shooting.

Objectives:

- To give students an introduction to animals, showing that they are sentient creatures.
- To encourage responsible pet ownership.
- To equip students with the knowledge to make informed choices when they buy, eg battery or free range.
- To get students thinking about what is behind the meal on their plate:
 - the animals and how they are farmed; and
 - the environmental impact of meat and dairy production.
- To show the different ways the Animal Welfare Act operates when it comes to protecting pets and farm animals.

Grade: 9 - 10 (north) and 6 – 9 (south)



Outline:

- Discussion of animal rights: what it means, what areas and issues are involved and how and why it is important.
- PowerPoint presentation focusing on the factory farming of laying hens, pigs and meat chickens.
- 20 minute DVD – ‘Farm Animals and Us’.
- Explanation of the Animal Welfare Act and how it lets farm animals down, using the comparison of cruelty to a dog versus a battery hen.
- Questions, discussion, ideas for action.
- Meet a rescued pig.

Embracing Diversity (North & South)

Presenters:

Yabbo Thompson, *Global Education Consultant and Bi-Cultural Worker*

James Atanasious, *Bi-Cultural worker, Community Health Program*

Objectives: To enable an understanding of our own culture(s) in order to explore others and in particular to follow the refugee journey and settlement issues - ultimately to create greater awareness and understanding of other cultures.

Grade: 7 - 9

Outline:

Introduction

James asks questions in Arabic (putting ourselves in feet of others)

Discussion - reactions/feelings

Cultural exploration

- About myself and my culture - What it means to be me
- Ask what is culture - Iceberg of Culture - (demonstrates the visible aspects and what underpins that)

Who is a Refugee?

- Difference between a refugee and a migrant
- Where are refugees from? Discuss these countries.
- Map of African continent and put in countries
- Journey of Refugees - simulation etc

Settlement issues

- 15% / 85% divide exercise (demonstrates discrimination)
- Dealing with racism - using scenarios
- Get to know your own potato (our own prejudice / world view etc)

Campaigns/Actions/Events

- Orange Ribbon campaign, which led to Living in Harmony Day
- Refugee Week
- Human Rights Week

Conclusion

What can you do? - handout

Exploring Gender and Sexual Diversity (North & South)

Presenters:

Dr Robyn Bentley-Williams, *Principal Education Officer Inclusive Practice, Department of Education*

Baden Phillips, *Educator and Counsellor, Working It Out (South)*

[The Department of Education](#) supports gender and sexual diversity in the Tasmanian curriculum *Health and wellbeing, K-10 syllabus and support materials*.

Personal stories, teaching strategies, research and resources are captured in [Talking Out](#) newsletters for teachers from the Gay Lesbian Bisexual and Intersex Issues in Education Reference Group.

[Working It Out](#) (WIO Inc) is a state-wide community based organisation specifically aimed at supporting the interests of people who identify as lesbian, gay, bisexual, transgender or intersex (LGBTI). WIO has a vision of a just Tasmania, where people and communities of



diverse genders and sexualities can develop to their full potential without fear and discrimination. Through education, support and community development they also aim to foster environments which encourage respect, understanding and celebration of gay, lesbian, bisexual, transgender and intersex contributions within Tasmanian communities.

Objectives:

- Understanding concepts of gender and sexual diversity.
- Identifying what it means to be 'cool' and gender expectations.
- Defining homophobic bullying and sexual harassment.
- Applying knowledge and understanding of homophobia to problem solve what you could do as a student to make a difference.

Grade: 9 - 12

Outline:

- Icebreakers – tribe faces
- Headline activity – boy/girl, cool/normal
- Gender expectations and equity – look, sound, feel
- Bullying and sexual harassment – survey, DVD, discussion
- Scenarios – group activity
- Pride and Prejudice DVD – 3-2-1 bridge activity
- Resources
- MAD Action Plan – think, pair, share

Making Poverty History (North & South)

Presenters:

Caroline Wootton, *Make Poverty History international campaign*

Jess Jacobson, *Make Poverty History international campaign*

Ian Sansom, *RESULTS Australia*

[Make Poverty History](#) is part of the Global Call to Action against Poverty involving about 80 countries that aims to end the injustice of poverty. It is the largest anti-poverty movement in history. In Australia, Make Poverty History is a coalition of more than 60 aid agencies, community groups and religious organisations. The coalition seeks to ensure the Australian Government creates policies that: guarantee more and better aid, debt relief, fairer trade, help poor communities keep their governments accountable, tackle climate change and honour commitments made to the Millennium Development Goals (MDGs), a global plan to halve poverty by 2015.

RESULTS is a non-profit grassroots advocacy organisation, which seeks to create the political will to end poverty. RESULTS volunteers exercise their personal and political power for the introduction of more effective solutions and policies to eradicate poverty. Volunteers' activities are based around:

- lobbying their Members of Parliament;
- increasing public awareness; and
- building collaborative partnerships with others.

Objectives:

- To raise student awareness about global poverty.
- To create open discussion about social justice issues.
- To inspire students to think about how they can help those less fortunate, whether it be at a local or a global level. We encourage a spirit of practising random acts of kindness and reconnecting with community.

Grade: 8 - 12

Outline:

- Introduction / ice-breaker. Students to sit in a circle to create area of open discussion.
- Discussion: What is Poverty? Definitions of poverty, what poverty means, relative and absolute poverty, poverty within Australia and Tasmania.
- DVD "Global Village" - discuss global poverty in relation to global population and density, comparing Australia to other countries.
- Smartie Game: This game uses "smarties" chocolates to represent resources for survival (food, water, health care and education) and presents a reasonably accurate representation of the "game of life".
- Students to brainstorm solutions to inequality. This leads to a discussion about aid, trade and debt. The aim is to give students an introduction to how financial inequality is perpetuated.
- Explore how we, as individuals, fit into the picture, discussing such things as how we can impact on global trade rules, debt relief and aid.
- Break down further into small things we can do, starting from today, such as mowing the lawns for grandparents, and practising similar random acts of kindness to re-connect with community.
- Show extracts from the Make Poverty History Concert DVD.
- Extension activities, if time:
 - Fair Trade Chocolate testing and show examples of non-sweat shop clothes, fair trade tea and coffee.
 - View DVD about a school in Melbourne who conducted a no-sweat fashion parade.
 - Stories and photos from an orphanage in India.

Children's Rights (South)

Presenters:

Alison Wiss, *Treasurer, Amnesty International Australia (Tas Branch)*

Sarah Holloway, *Vice President, Amnesty International Australia (Tas Branch)*

[Amnesty International Australia](#) is part of the global movement defending human rights and dignity. They work with people in Australia and the region to demand respect for human rights and protect people facing abuse. To do this, Amnesty mobilises people, campaigns, conducts research and raises money for their work. They promote a culture where human rights are embraced, valued and protected.

Amnesty International Australia's vision is of a world in which every person enjoys all of the human rights enshrined in the Universal Declaration of Human Rights and other international human rights instruments. Amnesty International is concerned solely with the impartial protection of human rights.

Objectives: To educate children on the importance of human rights generally, and demonstrate how human rights are specifically applied to children.

Grade: 3 - 6

Outline:

- Brainstorm what the group think children's rights are.
- Facilitate discussion of key children's rights (matching rights to displayed posters, engaging children in discussion of real life situations).
- Small group activity - give each group a written case study and have them identify which rights (as per posters) have been violated in their case study.
- Discussion of an existing campaign - talk about the success of getting children out of detention as a model of a campaign plan.
- Students to identify stages of a campaign plan
 - What is the issue?
 - Does it contravene law/legislation?
 - What change do we want to see?
 - How do we get change?
- Focus on how we get change (SMART objectives: specific, measurable, achievable/artistic, realistic, time-bound)
 - increase awareness of an issue
 - public actions
 - media attention
 - pressure on politicians and people who can make the changes.
- Students to develop a campaign plan for a children's rights issue.

Climate and Energy (South)

Presenters:

Helen Pryor, *Project Officer, Sustainable Living Tasmania*

Peter Boyer, *Al Gore Volunteer Presenter*

[Sustainable Living Tasmania](#) is a community-based, non-political organisation that works with Tasmanians to improve the sustainability of their homes, communities and businesses and to maintain and enhance their local natural environment.

Objectives: To foster an understanding of the impacts of climate change globally and locally and to encourage students to develop their own school programs to become more sustainable.

Grade: 6 - 7

Outline: Climate change is real and it's urgent. It involves increased temperatures, melting ice caps and glaciers, sea level rise, increased storm activity, more pests and diseases and reduced biodiversity. It is a direct result of the increase in carbon dioxide in the atmosphere caused by human activity. We can make a difference to the amount of carbon entering the atmosphere by encouraging renewable energy technologies, by practising energy and transport efficiency and conservation and by consuming less. Schools can take the up2me for kids challenge by logging on to www.up2meforkids.com.au. They can participate in energy conservation and waste reduction programs, which will help to decrease their greenhouse gas emissions and carbon footprint.

Fair Trade (South)

Presenters:

Yvonne James, *Volunteer, Fair Trade Association of Australia and New Zealand (FTAANZ)*

Katie Savage, *Volunteer, Fair Trade Association of Australia and New Zealand (FTAANZ)*

[Fair Trade Association of Australia and New Zealand](#) coordinates promotion of fair trade products and the Fairtrade label in both countries. It is a not-for-profit group which also aims to educate consumers about fair trade. FTAANZ coordinates "Fair Trade Fortnight" each year in April/May.

Objectives of workshop:

- To gain an introductory understanding of fair and unfair trade.
- To understand the fair trade certification system.

- To hear examples of promotion of fair trade in the community by volunteers.

Grade: 9 - 12

Outline of workshop

- Introduction and explanation of scope of session.
- Where does cocoa come from? Why do we get products from other countries?
- Importance of agriculture in developing countries.
- Some basics on trade rules that are applied unfairly to developing countries.
- How cocoa is grown.
- Unfairness in the cocoa trade.
- Explanation of Fairtrade certification system.
- Physical demonstration of links in the trading chain using the example of cocoa/chocolate. Participants are used to represent farmers, traders, chocolate company etc. Unfair trade and fair trade are explained and contrasted with emphasis on farmers cooperatives and reducing links in the trading chain to benefit both farmers and consumers.
- Fair trade products in Australia.
- Examples of actual volunteer activities that have been done in Tasmania to promote fair trade.



Healthy Youth (South)

Presenters:

Saria Phillips, *Youth Health Team, DHHS*

Miranda Lapaglia, *Youth Health Team, DHHS*

[The Youth Health Team](#) is based at Pulse Youth Health Centre in Glenorchy. The multidisciplinary team is responsible for providing health promotion, support, counselling, information and referral for “at risk” 12 - 24 year olds in the 62 phone region. They practise from a harm minimisation perspective and all services are free and confidential.

Objectives:

To raise awareness of global health issues and the apparatuses that create the social climate we live in. Then to devise a ‘package’ for students to take back to school which address health issues they feel strongly about - acting locally to effect change globally.

Grade: 8 – 12

Outline:

- Create a 'group agreement.'
- Ice breaker - Autograph Bingo.
- Global perspective discussion: brainstorm about prevalent global health issues and present statistics/information on health issues from a global perspective (poverty, sexual health, mental health, access and equality, education, violence/abuse etc).
- Game - "Barriers": to demonstrate that we do not all start with an equal footing in this world. The game creates awareness in participants that some have greater or lesser barriers to accessing equal opportunities in life and develops an awareness of personal power.
- Power discussion: examine controlling factors that shape the distribution of resources (e.g. media/pop culture, economics, governance, religion, gender /ethnicity etc) and how these apparatuses function to create an inequitable access to health.
- *Healthy Me* discussion/brainstorm: bringing the global focus to a local perspective. What are the health issues that affect peers/self in daily life? (gender, body image, depression, stress, peer pressure) and how these are connected to bigger concepts such as power/global health issues.
- Select a health topic from a local perspective that has a global resonance, look at personal power to make change.
- Plan package to take back to schools.

Peace: Local to Global (South)

Presenters:

Michele Chen, *Education Officer, Positive Behaviour Support, Catholic Education Office*

Ros Lewis, *Tasmanian Coordinator, Oxfam Australia*

[Oxfam Australia](#) is an Australian, independent, not-for-profit, secular, community-based aid and development organisation. Their vision is of a fair world in which people control their own lives, their basic rights are achieved and the environment is sustained. Across 23 countries, they work in partnership with local communities to overcome poverty and injustice.

Objectives:

- Participate with peers to gain further insights into local and world peace.
- Experience through text and personal story the impact on places where peace does not exist (eg war zones, playground incidents).
- Identify areas of possible conflict in their own worlds.
- Rehearse a range of ways of responding to aggression.
- Leave with a personal commitment to address one area of possible change in their local world.

Grade: 3 - 5

Outline:

- View and read - *For Every Child* , UNICEF - discuss briefly.
- Discuss - Children's Rights Commission mini-pamphlets.
- Read and share - *Petar's Song* - discuss types of conflicts (local/global).
- Brainstorm concepts of *assertive/passive/aggressive* responses.
- Skits - *Cool/Weak/Aggro* - read in small groups (2X2) - write different solutions (ie C/W/A) and / or act out and we interrupt to share and / or guess which type of response / solution is being used.
- Ros share a wider global perspective and Michele to continue collecting OUR photo story to share with students for reflection.
- Collate photos - visual record / prompt discussion.
- Recap and debrief feelings / experiences re session.
- Create ... POSTER - POEM - SONG - BOOKMARK - PLATE - SCRIPT...
- Design either a PLATE or your own 'TASPLATE' (TBC) - with a possible personal theme for local action.

Saving Species (South)

Presenters:

Catriona Scott, *Coordinator (Threatened Plant Action Group), Threatened Species Section, Department of Primary Industries and Water*

Angela Anderson, *Discovery Ranger, Interpretation and Education, Parks and Wildlife*

[The Department of Primary Industries and Water](#) The primary role of DPIW is to manage the State's natural resources - our air, land, water, plants and animals - so that all Tasmanians benefit.

Objectives:

- Raise awareness about threatened species - what a threatened species is, why species are threatened.
- Highlight the importance of conserving our threatened species.
- Provide information about some of Tasmania's threatened species - eg wedge tailed eagle, Tasmanian devil, eastern barred bandicoot.
- Provide information about how students can help conserve our threatened species (eg keeping dogs and cats in at night, providing habitat/shelter, planting native species).



Grade: 3 – 6

Outline:

This interactive workshop provides an introduction to Tasmania's threatened species, and what we can do to help them. As well as learning more about individual species such as the Tasmanian devil, the wedge tailed eagle, the eastern barred bandicoot and various plant species, workshop attendees will be introduced to the impacts that weed invasion, feral animals and habitat loss can have on native species. Workshop attendees will then brainstorm ways these impacts can be reduced in order to help protect threatened species. Workshop includes games, brainstorming, poster making and PowerPoint.

Water Conservation (South)

Presenters:

Suki Hopgood, *Environmental Management Officer, Hobart Water*

Corey Peterson, *Network Manager, MacKillop College*

Board Member, Sustainable Living Tasmania

[Hobart Water](#) is the largest supplier of bulk drinking water for use in homes and businesses in Tasmania. Operating out of Goodwood, Hobart Water provides around 40,000 million litres of water to around 200,000 people in Southern Tasmania each year.

Hobart Water has a free 'In Schools' Education Program which consists of a part-time Education Officer visiting schools to teach students about water and the importance of protecting local catchments. Since its inception, more than 4,500 students have been introduced to water education through this program. If you would like to arrange a presentation at your school, please contact Suki Hopgood on 6233 9322.

[MacKillop College](#) has endeavoured to implement a whole of school approach to demonstrating and educating on sustainable living actions and principles.

[Sustainable Living Tasmania](#) (nee Tasmanian Environment Centre) has, for over twenty years, been a source of information and proactive action for sustainable living principles, ideas, activities, and facilities.

Objectives: To educate students on global and local water issues and conservation.

We want to instil in the students the idea that, while it may appear at face value that we in southern Tasmania have heaps of water, there is no reason to waste or pollute it. We also want to develop awareness that the costs of providing the water in a usable form are high, with many things done to the water to get it to our homes and businesses.

Grade: 3 - 6

Outline:

- Introduction, quiz, discussion of global water issues.
- ‘Story of a River’ activity and discussion (watershed management, focusing on water use and water quality).
- Pipe game and discussion (watershed management and water distribution).
- Discuss government support, Green Vouchers, MacKillop Project.
- Brainstorm in small groups what can be done at individual schools and home; get started on the ruMAD? action plan.
- Report ideas back to group and complete back of Green Vouchers copy to present to school principal.

