



Australian of the Year 2022

Australia Post

Activity Guide Primary K-6

Each year the Australian of the Year Awards recognises Australians who have demonstrated outstanding achievement in their field. States and territories nominate their most exceptional citizens in the categories of Australian of the Year, Senior Australian of the Year, Young Australian of the Year and Local Hero.

Australia Post has developed this curriculum-aligned Foundation to Year 6 Activity Guide to inspire and extend our next generation of learners and leaders and to celebrate its support of the Australian of the Year Award.

Australian
of the Year
Awards

Reflect. Respect. Celebrate.

 Australia Post



Australian of the Year 2022 Activity Guide

Background Notes

The lessons in this guide have been inspired by a small number of the 2022 Australian of the Year Award recipients. The lessons relate to three different topics: Sustainability and Waste, Internet Safety and Justice. There is a Unit Matrix over the page outlining the Guiding Questions for each lesson and year group.

Lesson structure

Each lesson has been designed for teachers to select the activities most suitable for their current programming requirements and student ability levels. There is no set duration for the experiences and some tasks will take longer than a single lesson. Student-led extension tasks for each year group can be found at the back of this Activity Guide. We encourage you to adapt these activities to suit your cohort and learning environment.



Assessment

- Monitoring understanding in class discussions
- Collecting work samples
- Student self-assessment
 - Peer assessment
 - Teacher feedback



Differentiation

Support: Most research is conducted as a whole class.

Structured: Use small group instruction to refine and redirect research and group projects.



Connecting Home & School

Encourage students to deepen their understanding of these issues by extending class discussions into their homes. Invite students to share their families' unique perspectives. The student-led extension tasks at the back of this Activity Guide can be set as independent or at-home learning.

Unit Matrix

	Topic	Inspired By 2022 Australian of the Year	Guiding Question 1	Guiding Question 2	Guiding Question 3
Foundation to Year 2	Internet Safety - Staying safe online	Paul Litherland - Cyber Safety Educator	What things can happen online that we might not like?	How can we be safe and respectful online?	How can we teach our school friends about staying safe online?
Year 3 & 4	STEM & Sustainability - Understanding waste so we can live more sustainably	Professor Veena Sahajwalla - Waste Research Scientist	How do we use and dispose of different items at home and school?	How can we recycle and upcycle more waste items at home and school?	How can we persuade our family and school community to recycle and upcycle more waste?
Year 5 & 6	Justice - Campaigning for justice and change in Australia and our communities	Leanne Liddle - Aboriginal Justice Changemaker	How can we achieve justice for remote Aboriginal and Torres Strait Islander Communities?	What issues can we help to solve in our school or community?	How can we use digital tools to help solve a problem in our community?



Foundation to Year 2 Activities

Internet Safety - Staying safe online

Inspired by 2022 WA Australian of the Year
Paul Litherland

Staying Safe Online

Lesson Overview

This lesson encourages students to reflect on their online behaviour and habits. They will discuss the possible negative consequences of being online and consider how to mitigate these. It is inspired by the tireless, invaluable work of 2022 WA Australian of the Year Paul Litherland. Students will create five rules for being safe and respectful online and share these with another group by delivering an online presentation.

Learning Intention

In this lesson students will:

- Reflect upon their online habits
- Consider negative consequences of being online
- Devise and communicate rules for being safe and respectful online

Guiding Questions

Explore

What things can happen online that we might not like?

Analyse

How can we be safe and respectful online?

Create

How can we teach our school friends about staying safe online?

Resources

- Internet access for students
- Sticky notes and textas
- Cardboard (A3 or larger) for posters
- Assorted recycled materials for posters
- Coloured pencils
- Scissors and glue
- Zoom, Google Meet, Microsoft Teams or another video conferencing tool.

Vocabulary (found in bold throughout the guide)

Online	Information
Respectful	Safe / Unsafe
Private	Secure / Security
Vote	Respectful
Downloading	(Online) Links
	Awareness



Step 1: Explore

Listen / Think / Respond - Learn

- Introduce and discuss the terms **online**, **safe** and **respectful**.
- Brainstorm your favourite things to do **online**.
- Draw these on a sticky note or write them down in one or two words. Group the responses together on the whiteboard or on the classroom wall. (Depends on the literacy capabilities of your group.)
- Ask the guiding question: *What things can happen **online** that we might not like?*
- Discuss examples such as pop-ups, being messaged by people we don't know, seeing things we don't like, someone finding out our password or bullying.
- Write or draw these on sticky notes and group the notes together on the whiteboard or classroom wall.



Step 2: Analyse

Solve a Problem - Think

- Ask the guiding question: *How can we be **safe** and **respectful online**?*
- Brainstorm ways to be safe and respectful **online**. How can we try to prevent **online** problems?



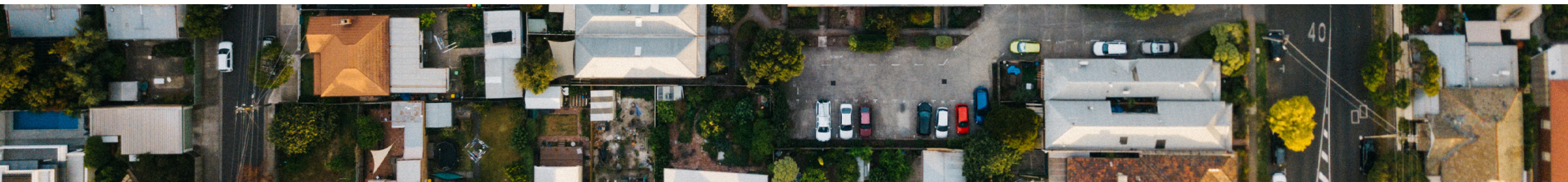
- In pairs, think of two **online** rules we should all follow. Examples include not clicking on **links**, not **downloading** files without asking mum and dad and not sharing our **private information**.
- Draw or write these rules on a sticky note and group the notes together on the whiteboard or on classroom wall.
- Discuss the suggestions. As a class, vote on five rules we should follow to stay safe and respectful online.



Step 3: Create

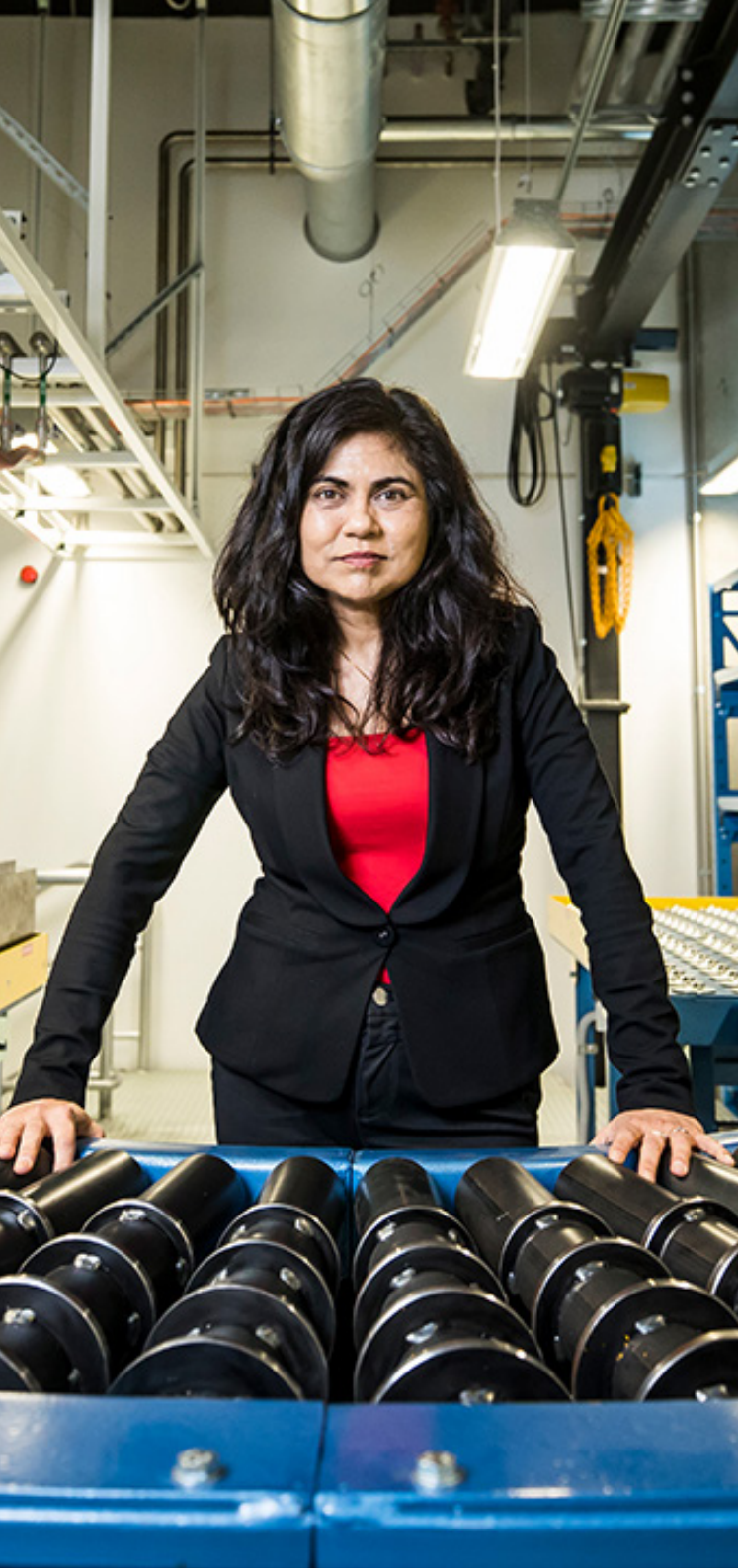
Try Something New - Do

- Pose the guiding question: *How can we teach our school friends about staying **safe online**?*
- Discuss different ways to teach another class or group how to stay **safe online**.
- Create a colourful poster, devise a performance or create a website or online presentation (older students) to share your rules for **safe** and **respectful online** behaviour.
- Present your findings to another class by delivering an **online** group presentation. Use a video conferencing tool such as Zoom, Google Meet or Microsoft Teams.
- Support students through the process using a design thinking approach.



Australian Curriculum

	Foundation	Year 1	Year 2
Digital Technologies	<p>Recognise and explore digital systems (hardware and software components) for a purpose ACTDIK001</p> <p>Explore how people safely use common information systems to meet information, communication and recreation needs ACTDIP005</p> <p>Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments ACTDIP006</p>		
Visual Arts		<p>Create and display artworks to communicate ideas to an audience ACAVAM108</p> <p>Create and present media artworks that communicate ideas and stories to an audience ACAMAM056</p> <p>Respond to media artworks and consider where and why people make media artworks ACAMAR057</p>	
English	<p>Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations ACELY1646</p> <p>Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge ACELY1651</p>	<p>Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions ACELY1656</p> <p>Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams ACELY1661</p>	<p>Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions ACELY1666</p> <p>Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features ACELY1671</p>



Year 3 & 4 Activities

STEM & Sustainability -
Understanding waste so we can live
more sustainably

Inspired by 2022 NSW Australian of the Year
Professor Veena Sahajwalla

Understanding waste so we can live more sustainably

Lesson Overview

In this lesson students will consider the benefits of improving their **recycling** and **upcycling** at home and school. It is inspired by the pioneering work of 2022 NSW Australian of the Year Professor Veena Sahajwalla. Students will examine their current **waste disposal** practices. They will devise and create a project that communicates the importance of **sustainable waste** processing to their community.

Learning Intention

In this lesson students will:

- Examine how they use and **dispose** of **waste** at home and school
- Investigate ways to improve their **recycling** and **upcycling**
- Create projects that communicate the importance of **upcycling** and **recycling**.

Guiding Questions

Explore

How do we use and dispose of different items at home and school?

Analyse

How can we recycle and upcycle more waste items at home and school?

Create

How can we persuade our family and school community to recycle and upcycle more waste?

Resources

- Internet access for students
- ScratchJr or similar software for building games
- Assorted recycled materials for craft and props
- Cardboard (A3 or larger) for posters
- Coloured pencils and textas
- Scissors and glue

Vocabulary (found in bold throughout the guide)

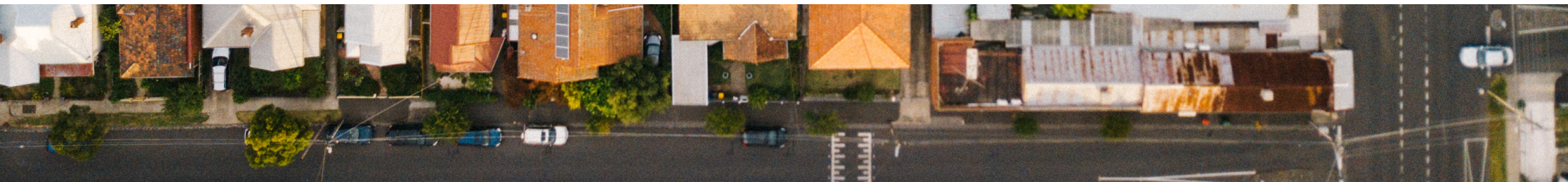
Waste	Recycling	Technologies	Engineer	Dispose
Sustainable	Upcycling	Persuade	Transform	Consume



Step 1: Explore

Listen / Think / Respond - Learn

- Introduce the key term **waste**. Note: In this unit we will be examining household “garbage” or material **waste**, as opposed to liquid or hazardous waste such as sewage.
- Investigate: What is **waste**? What are the different types of **waste**?
- Ask the guiding question: *How do we use and **dispose** of different items at home and school?*
- As a class, create a list of **waste** items that students use and **dispose** of at home and school.
- Introduce the term **recycling**.
- Investigate and record how you currently **recycle** waste at home and school.
- Introduce the term **sustainable**. Why is it important that we **consume** items more **sustainably**?

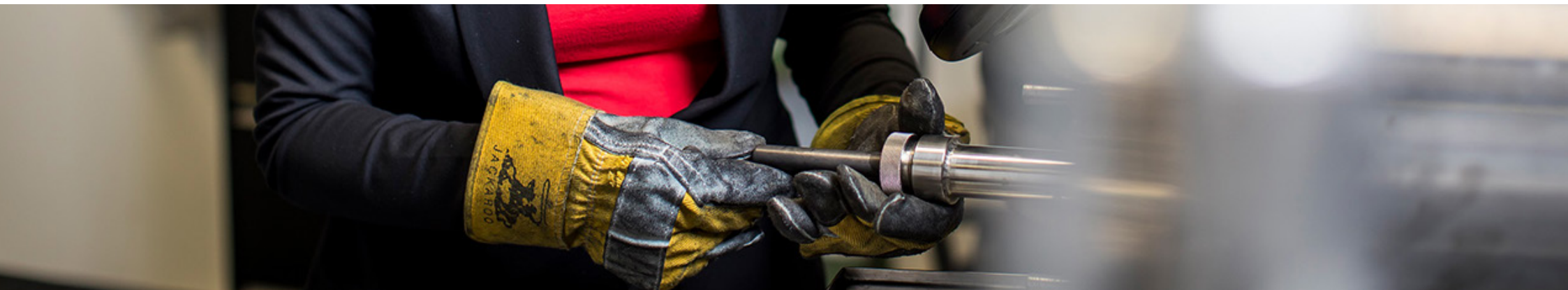




Step 2: Analyse

Solve a Problem - Think

- Analyse: How can you improve your **recycling** habits at home and school?
- Introduce the term **upcycling**.
- Ask: *What is the difference between **upcycling** and **recycling**?*
- Research how **engineers** such as Professor Veena Sahajwalla use amazing new **technologies** to **upcycle** items that have been thrown away. Investigate, for example, how Professor Sahajwalla has **transformed** old clothes into tiles, used discarded tyres as an ingredient to make steel and **upcycled** chip packets into metals.
- Do you currently **upcycle waste** items at home? What? How? What other items could be **upcycled**?
- Ask the guiding question: *How can we **recycle** and **upcycle** more **waste** items at home and school?*

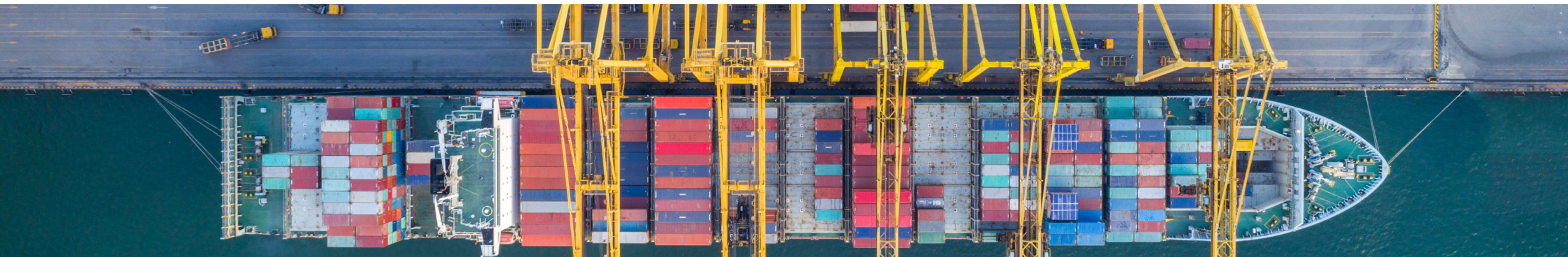




Step 3: Create

Try Something New - Do

- Pose the guiding question: *How can we **persuade** our family and school community to recycle and upcycle more waste?*
- Create a project showing your community how they can recycle or *upcycle more waste*. *Note: The product can be either a demonstration of recycling or upcycling or can communicate their importance.*
- Possible projects include: building a computer game about waste using ScratchJnr; making a poster about recycling and upcycling to display in a prominent place within the school; making a board game using only recycled materials; DIY paper recycling; or writing and performing a play about waste.
- Support students through the process using a design thinking approach.



Australian Curriculum

	Year 3	Year 4
HASS	<p>Pose questions to investigate people, events, places and issues ACHASSI052</p> <p>Interact with others with respect to share points of view ACHASSI059</p> <p>Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms ACHASSI061</p>	<p>Draw simple conclusions based on analysis of information and data ACHASSI079</p> <p>Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions ACHASSI081</p> <p>Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms ACHASSI082</p>
English	<p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations ACELY1676</p>	<p>Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information ACELY1687</p>
Design & Technologies	<p>Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs ACTDEK010</p> <p>Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes ACTDEK013</p> <p>Plan a sequence of production steps when making designed solutions individually and collaboratively ACTDEP018</p>	



Year 5 & 6 Activities

Aboriginal and Torres Strait Islander
Australians - Campaigning for justice
and change in Australia and our
communities

Inspired by 2022 NT Australian of the Year
Leanne Liddle

Campaigning for justice and change in Australia and our communities

Lesson Overview

This lesson introduces students to activism, specifically, how to help solve problems in their community. It is inspired by the achievements of 2022 NT Australian of the Year, Leanne Liddle. Students will explore Leanne's work campaigning for justice for Aboriginal communities and will then consider issues that exist in their community. They will devise and create a campaign to educate their community about a justice issue that is important to them.

Learning Intention

In this lesson students will:

- Explore Leanne Liddle's work campaigning for justice for Aboriginal Australians
- Consider issues that are important to their community
- Create a digital campaign to educate their community about an issue that is important to them.

Guiding Questions

Explore

*How can we achieve **justice** for remote Aboriginal and Torres Strait Islander communities?*

Analyse

What issues can we help to solve in our school or community?

Create

*How can we use **digital tools** to help solve a problem in our community?*

Resources

- Internet access for students
- Coloured pencils and textas
- Butcher's paper for creating illustrated plans
- Cardboard (A3 or larger) for posters
- Kahoot
- Online presentation software such as Keynote, Google Slides or PowerPoint
- iPads or similar for creating short educational videos

Vocabulary (found in bold throughout the guide)

Justice Torres Strait Islander Fairness Activism Campaign Petition
Aboriginal Remote Social Issues Leader Digital Tools



Step 1: Explore

Listen / Think / Respond - Learn

- Introduce the term **justice**. It may be best defined for this age group as fairness or being treated equally.
- Explore the achievements of 2022 NT Australian of the Year Leanne Liddle, an **Aboriginal** woman working hard to achieve **justice** for her people.
- Consider the guiding question: *How can we achieve justice for remote Aboriginal and Torres Strait Islander communities?*
- Investigate the nature of these communities in the Northern Territory. In groups, write down some of the challenges faced by **remote Aboriginal and Torres Strait Islander** communities.
- What problems is Leanne Liddle trying to overcome? One example is **remote** communities' limited access to proper healthcare, schooling and food security.





Step 2: Analyse

Solve a Problem - Think

- Introduce the terms activism, activist and leadership. Consider what it means to really be a leader.
- As a class, discuss issues in your school or community that you could help to improve or solve. Ask the guiding question: What issues can we help to solve in our school or community?
- Collaborating in small groups, decide on an issue you would like to resolve. It may relate to rubbish, messy school toilets, unfair treatment of different groups or other bullying, or lack of access to healthy food or green space.
- Consider, write down and sketch why this issue is important to your group and to your community. How can your school community contribute to solving this problem?



Step 3: Create

Try Something New - Do

- Introduce the terms **campaign** and **digital tools**.
- Collaborating in small groups, discuss how to use online and digital tools to educate your community about your issue.
- Ask the guiding question: How can we use digital tools to help solve a problem in our community?
- Create an illustrated plan for your campaign.

- Create a campaign to educate people about your issue! Example projects include an educational Kahoot, an online presentation or a range of edited videos suited to a platform such as YouTube or TikTok. Your digital product should also try to persuade people to help your campaign.
- Consider including a petition as part of your campaign.



Important Note - Aboriginal and Torres Strait Islander Justice

When teaching this topic, teachers should maintain an awareness of the sensitivity of Aboriginal and Torres Strait Islander issues and should work to ensure respectful dialogue in their classrooms. Whenever possible, teachers should try to include the voices and opinions of Aboriginal and Torres Strait Islander community members in class discussions.

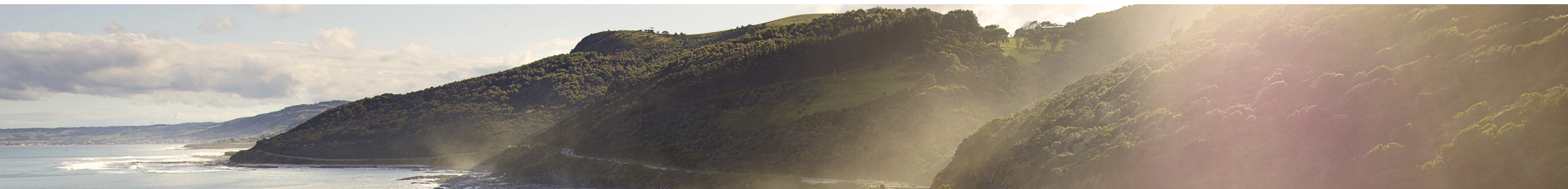


Important Note - Using Digital Tools To Facilitate Social Change

Teachers should use caution if allowing students to examine powerful digital tools, such as social media platforms, to assess their suitability for their students' campaigns to promote social change. Support your students by ensuring their security and privacy is your priority at all times.

Australian Curriculum

	Year 5	Year 6
HASS	<p>Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges ACHASSI094</p> <p>Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others ACHASSI103</p> <p>Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions ACHASSI105</p>	<p>Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines ACHASSI125</p> <p>Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects ACHASSI132</p> <p>Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions ACHASSI133</p>
English	<p>Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view ACELY1699</p>	<p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions ACELY1709</p>
Digital Technologies	<p>Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols ACTDIP022</p>	



Student Led Tasks

Independent and Extension Learning

This matrix provides extra student-led activities that can be completed independently, in small groups, or as homework tasks. The activities with a star ★ are more challenging or will take longer to complete. Some will require teacher scaffolding.

	English	STEM	Critical Thinking (Research)
Foundation to Year 2	Copy as many internet or computer related words as possible. Lots of these words are very difficult! Can you remember how to spell them all?	★ Create a website or online presentation to share your rules for safe and respectful online behaviour.	Find out how to create a safe password. How many letters, numbers or special symbols does it need? How will you remember it?
Year 3 & 4	★ Create a narrative about living in a polluted world with very limited natural resources. Where is your narrative set? How will your characters survive? Can your characters solve their world's difficult environmental problems?	★ Develop a recycling or upcycling program for your class, year group or school. Start a school soft plastics collection point or a paper-making club.	Find out which activities by Australian households create the most waste or pollution and research how we can reduce this. Create a collage showing your findings.
Year 5 & 6	Write an email or letter to your local Member of Parliament (local politician) outlining the community issue you are trying to improve and how they can assist you. Your teacher can help to find your MP's contact details.	Research different online platforms to educate and persuade people about important issues in your school and community. Brainstorm the advantages and disadvantages of different online platforms. Create a diagram showing your findings.	★ Invite local Aboriginal and Torres Strait Islander organisations or Elders to talk to your school group about the history of the local area, their community and their culture. Interview them to learn from their unique perspective. What questions will you ask them?



Resources & Links

Resources

[Australian Curriculum](#)

[ScratchJr](#)

[Kahoot](#)