



ETHICAL CAPABILITY TRAIL: FAIRNESS

Levels 3 & 4 Teacher information pack

This teacher information pack will assist you to take your students on a **self-guided** tour of the State Library to explore the concept of fairness, linked to the levels 3 and 4 **Ethical Capability curriculum** and levels 3 and 4 **History curriculum**.

Learning Goal: to explore, discuss and reflect on **concepts of fairness**

Before you begin:

- Read through the information about planning a class visit to the Library: slv.vic.gov.au/live-learn/plan-class-visit
- Familiarise yourself with the Library's map or take a virtual tour: slv.vic.gov.au/search-discover/take-our-virtual-tour
- Visit the VAPS (Victorian Association for Philosophy in Schools) website for pre-visit teaching materials to prepare students for their visit: vaps.vic.edu.au/
- Read through this teacher information pack and share with any accompanying teachers.
- Print out a class set of student activity booklets.
- Be aware that capacity for a single tour is 25 with a ratio of 1 teacher to 12 students. If visiting with multiple groups or dividing your class into multiple smaller teams, it is advisable to decide on a different route for each group to avoid crowding.
- Please ensure a clear pathway is maintained for the general public when sitting in spaces.

During the session:

- Follow this step-by-step information pack to guide you through the Library's spaces, galleries and exhibitions.
- Facilitate meaningful discussion by helping students to distinguish between 'claims' and 'truth' and to consider the impact of 'jumping to conclusions'
- Encourage students to qualify their responses rather than telling them what to think. Try some of these helpful guiding questions:

Why do you say that?

What do you mean by...?

How do you know?

Would that be true for everyone?

Is that fair or not fair?

What would happen if...?

Who might agree/disagree with you?

Please note: the teacher notes and timing information included in this pack are intended as a guide only. Ethical capability trails have been designed to stimulate deep thinking and discussion – the students' responses may lead your discussion in a completely different direction to these notes and this is not only okay, but encouraged! Times nominated at each stop are suggestions only.





LIBRARY FORECOURT

The Bunyip of Berkeley's Creek (15 minutes)



Begin the trail with an introductory discussion (5 minutes)

- What do we mean when we say something is not **fair**?
- How would you explain what **fairness** is?

Learning Goal: to think and talk about the **concept of fairness**



Background information to share with students

- We will begin by considering this Bunyip. The Bunyip is a mythological creature that appears in traditional Aboriginal stories from all around Australia.
- Aboriginal people lived in this area that we now know as Melbourne for over 40,000 years before the first European settlers arrived. Melbourne is on Woiwurrung land and was an important meeting place for the clans of the Kulin Nation, an alliance of Aboriginal tribes from Victoria.
- The landscape back then was very different from what you see today. Close your eyes and try to imagine there are no high-rise buildings, roads or cars but just trees, plants, rocks and native animals all around you. There were probably even a few swamps about- the supposed habitat of the Bunyip!



Suggested questions and thinking prompts

- What did you see when you closed your eyes?
- This Bunyip comes from another time and place. What do you think this Bunyip might be thinking about modern Melbourne?
- Look around you. Can you see any other reminders of Melbourne's extensive Aboriginal heritage? Why do you think this is? Is this fair?
- Where are the animals and plants now that used to live here? Has our city caused them harm?



DIRECTIONS

Make your way inside the Library to Destination 2. You will need to complete a self-guided tour form at the information desk in the foyer before continuing. Once you've signed up, walk directly through the Information Centre and up the marble stairs to level 2A. You'll see landscape paintings on the walls when you arrive in Cowen Gallery (Destination 2). **Ask students if they can find the painting titled 'Melbourne 1836'.**

Student activity

Assist students to complete page one of the student activity booklet:

1. The Bunyip is a creature from Aboriginal Mythology. What do you think the Bunyip is thinking about life in Modern Melbourne?

Reflection

Ask students to share one of their Bunyip thoughts with the group.



The Cowen Gallery sits in an area of the building once occupied by the National Gallery of Victoria. Today it houses paintings from the Library's collection that explore the aspects of Victoria's rich history.



Learning Goal: to explore the big ideas of **fairness and harm** and analyse how particular acts may be regarded by different people as **good or bad**



Background information to share with students

- This painting shows Melbourne in 1836, shortly after the arrival of the first European settlers. One of the first settlers was a man called John Batman, who wanted to name the place 'Batmania'. Imagine today if we lived in Batmania instead of Melbourne!
- Look at the Yarra River. In the Woiwurrung language 'Yarra Yarra' referred to the little waterfall you see in the image. This was a barrier that helped separate the salty sea water coming up the river from Port Philip Bay and the fresh, drinking river water. The European settlers removed the waterfall to allow their boats access to travel up and down the river.



Suggested questions and thinking prompts

- What is going on in this picture? (Explain to students this is different to just stating what they see.) What makes you say that?
- How do you think the lives of the Woiwurrung people will change because of the European settlement?
- Consider the story of the 'Yarra' rocks. Was the removal of the rocks fair or harmful?
- Could different people have different answers to this question? What makes you say that?



DIRECTIONS

Walk into the Red Rotunda at the north end of the Cowen Gallery (Destination 3).

Ask students to try and find the portrait of someone called William Buckley.

If the Rotunda doors are closed, move on to Destination 4.

Student activity

Assist students to complete page two of the student activity booklet:

1. The painting *Melbourne 1836* depicts both Aboriginal people and European settlers. Have a look at the painting and make some claims about the wants and needs of each group. Enter your ideas into the Venn diagram below.

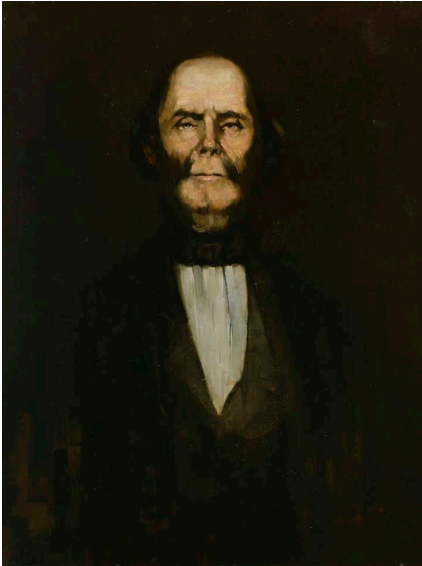
Reflection

Ask a few students to share their responses.



RED ROTUNDA

William Buckley (10 minutes)



Learning Goal: to explore the big ideas of **fairness and harm** and the **role of personal values in decision-making**



Background information to share with students

- This is a portrait of a man called William Buckley. William Buckley was convicted of stealing a piece of cloth and sentenced to 8 years imprisonment in Australia. Buckley always claimed that he was innocent.
- Buckley ran away from the penal settlement at Sullivan's Bay, today's Sorrento, and lived in the bush with Wathaurong Aboriginal people for 32 years.
- When William Buckley came out from the bush, he had forgotten how to speak English and was only able to be identified by a convict tattoo on his arm.



Suggested questions and thinking prompts

- Do you think William Buckley's punishment was fair?
- When is it fair to punish someone?
- Is it important for the punishment to fit the crime?
- What reasons might Buckley have for thinking his punishment was unfair?

Student activity

Assist students to complete page three of the student activity booklet:

Then and There: Imagine you could travel back in time to the 1800s when Buckley was alive. What would you do if you thought you had been unfairly accused of something?

Here and Now: What would you do today if you believed your circumstances were unfair?

Reflection

Ask students to share their work with a partner and consider the question: Have people's ideas of fairness changed over time?



DIRECTIONS

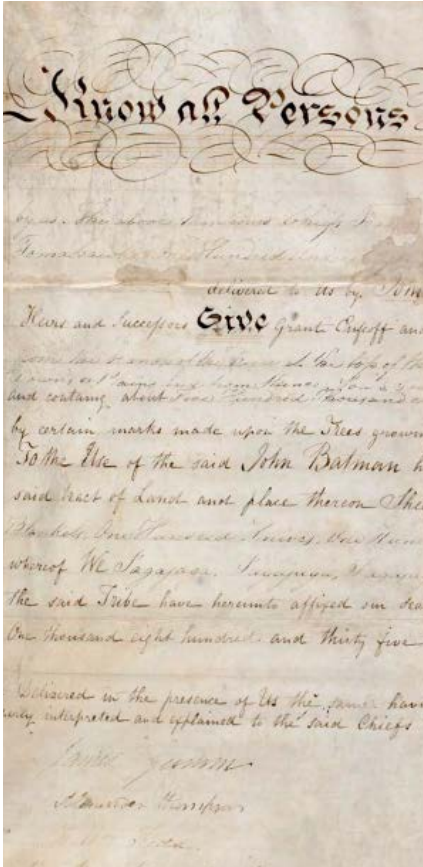
Walk back into the Cowen Gallery and take the lift to Level 4: the Dome Galleries (Destinations 4 and 5). Walk half way around Level 4 and stop at the staircase. Walk up the stairs and enter *The changing face of Victoria* exhibition to the left of the stairs. If you see the donation box you are heading the right way.

Ask students to find Batman's Deed (Stop 1).



THE CHANGING FACE OF VICTORIA EXHIBITION

Stop 1: The Batman Deed (10 minutes)



Learning Goal: to explore the big ideas of **fairness and harm** and how particular acts might be regarded as **good or bad** by different people



Background information to share with students

- Prior to 1835, only the Aboriginal people of the Kulin Nations had inhabited the land we now know as Melbourne. Until one day a man called John Batman turned up with this piece of paper.
- He was a sheep farmer and explorer, and approached local Wurundjeri leaders with this treaty, also called a 'deed,' to 'buy' their land.
- Batman offered blankets, scissors, knives, flour, shirts and other items in exchange for the land. You can see the 'marks' of the Aboriginal leaders on the paper supposedly agreeing to this deal.
- Today it is believed that the Wurundjeri thought Batman was offering them gifts in exchange for protection and access to local food and water supplies as they moved through the land (a transaction called *Tanderrum*); NOT that they were 'selling' the land. Batman and the Wurundjeri had different ideas about what the treaty meant.



Suggested questions and thinking prompts

- Would this arrangement, Tanderrum, have been a fair one?
- Do you think the actual exchange between John Batman and the Wurundjeri people was fair?
- Can different people have different ideas about what is fair?
- What could have been offered to make the exchange fair?
- What harm could have been done as a result of this contract?

Student activity

Assist students to complete page four of the student activity booklet. Batman's treaty was unusual because it actually acknowledged members of the Kulin Nation as owners of the land. All over the rest of Australia settlers and the British Crown took land from Indigenous people without offering them any compensation. But were Batman's 'gifts' to the Wurundjeri a fair exchange for their land?

What do you think John Batman could have offered the Wurundjeri to make this exchange fair? Write your ideas on the scale below. Can you balance the scales?

Reflection

Ask a few students to share their responses.



DIRECTIONS

Continue walking through *The changing face of Victoria* exhibition to the photo wall (Destination 4, Stop 2).



THE CHANGING FACE OF VICTORIA EXHIBITION

Stop 2: Photo wall (10 minutes)

Learning Goal: to explore the big ideas of **fairness and harm** and the role of **personal values in decision making**.



Background information to share with students

- By the 1800s, the impact of European farming had made it very difficult for Aboriginal people to find traditional sources of food and shelter.
- Many Aboriginal people died from starvation, introduced diseases and conflicts with the settlers.
- In Victoria, some Aboriginal leaders began petitioning local authorities for land on which they could live as a community. One of these sites, in Healesville, became known as Coranderrk. There are some photos of Coranderrk on this wall.
- Other Aboriginal people were forced to move far away from their ancestral land where they had spiritual ties, and live on other missions. Missions were areas for Aboriginal people to live which were run by religious groups and the government.



Suggested questions and thinking prompts

- Look at the photographs of Aboriginal people on this photo wall. Some are taken at Coranderrk and other missions. What is going on in these images? What makes you say that?
- Why do you think Aboriginal people were placed on missions?
- Why were missions created?
- Was it a fair solution?

Student activity

Assist students to complete page five of the student activity booklet. Aboriginal people had been living in what we now know as 'Victoria' for over 40,000 years when European settlers arrived and took most of their land.

Now: Can we do anything today to make up for what happened to these people in the past?

Then: Was there anything that could have been done to make it fairer back then?

Later: What can we do to make sure decisions are fairer for all in the future?

Reflection

Ask students to share some of their ideas.



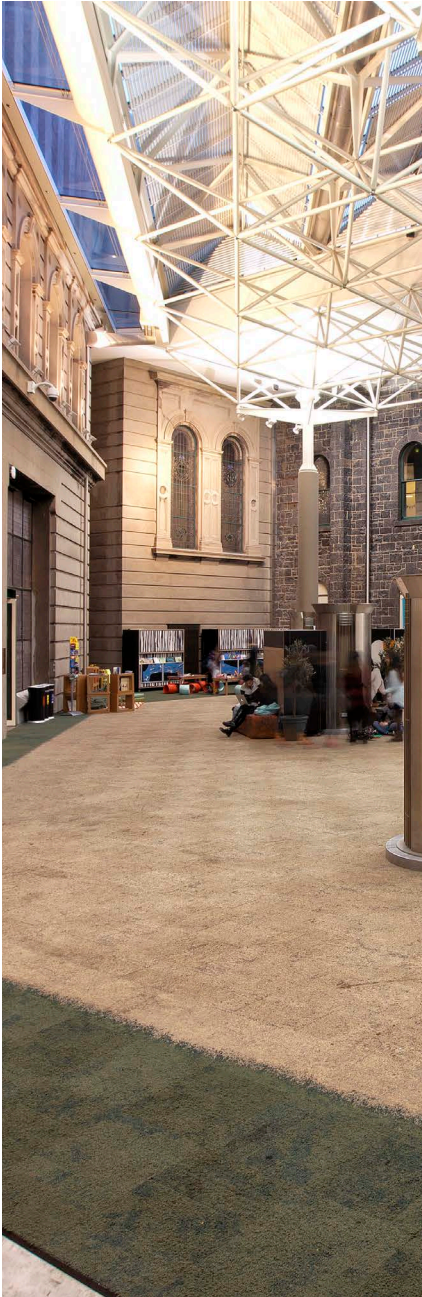
DIRECTIONS

Go back to the stairs, walk down and return to the lifts. Take the lift back to Level 2. After exiting the lift walk through the information centre and turn right into the Courtyard (Destination 5). It has a purple sign on a pillar.



THE COURTYARD

Reflection (20 minutes)



Find a space inside the courtyard for students to sit together on the floor.

Individual Reflection (5 minutes)

Student activity

Allow time for students to complete page six of the student activity book.

Group Reflection (15 minutes)



Suggested questions and thinking prompts

Today we discussed the concept of fairness- what it means and how it can mean different things to different people. We have thought about how we can try to be fair and the harms that can be caused by unfairness.

- Now we are at the final stop on our trail. Think about where we began - outside, with the Bunyip - and how much the landscape has changed since the arrival of European settlers in the 1830s.
- By looking around this room, you can see how this site has continued to change in the lifetime of the Library - what do you notice about the walls?
- Change with time is inevitable - do you agree?
- Change can bring both benefits and harms. Thinking about where you are standing now, what are some benefits of the changes that have taken place here?
- What are some of the harms?
- How can we try and make the changes fair for everyone?
- Before we leave, I want you to think quietly for a minute before sharing the most interesting thought you recorded in your written reflection.

After the session:

For follow up activities to complement your visit to State Library Victoria, and further professional development and resources, visit the VAPS website: <http://vaps.vic.edu.au/>



DIRECTIONS

To exit the Library, walk back into the foyer and please remember to return your self-guiding teacher badge to the foyer desk. Thank you for visiting State Library Victoria!



CONGRATULATIONS

You have successfully completed the fairness trail.