



# ETHICAL CAPABILITY TRAIL: HAPPINESS

## Levels 5 & 6 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 happiness, linked to the levels 5 and 6 **Ethical Capability curriculum** and levels 5 and 6 **History curriculum**.

**Learning Goals:** to explore, discuss and reflect on concepts of **happiness**

### Before you begin:

- Read through the information about planning a class visit to the Library: [slv.vic.gov.au/live-learn/plan-class-visit](http://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](http://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/](http://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.

### During the session:

- Please ensure a clear pathway is maintained for the general public when sitting in spaces.
- 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 – which is highly encouraged! Times nominated at each stop are suggestions only.





# LIBRARY FORECOURT

Statue of Charles La Trobe (20 minutes)



## Start the trail with an introductory discussion (5 minutes)

- What is happiness?
- How does the place we live in help us to be happy?

**Learning Goal:** to think and talk about **concepts of happiness**



## Background information to share with students

- We will begin by considering this man, Charles La Trobe.
- Charles La Trobe was appointed as the first Lieutenant-Governor of Victoria in 1851 to oversee the development of Melbourne at a time when its population grew rapidly due to the discovery of gold. Melbourne went from being a small settlement to the wealthiest city in the world. He was responsible for Victoria and all the people live in it.
- La Trobe was one of the founders of the State Library and also helped establishing other notable Melbourne institutions, such as the Botanic Gardens, Royal Melbourne Hospital and the University of Melbourne.



## Suggested questions and thinking prompts

- What do you think Charles is thinking?
- If you were in charge of building a city from scratch, what would you consider?
- How would you design a city that would make people **happy**? What would you include?
- What influences might religion, culture or other beliefs have on these decisions?

## Student activity

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

1. What is Charles thinking?
2. What would you include if you were designing a city that would make people happy?

## Reflection

Ask students to share some of their ideas.

## DIRECTIONS

To get to Destination 2, make your way inside the Library. 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' (Stop 1).**



# COWEN GALLERY

Stop 1: Melbourne 1836 (10 minutes)



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:** explore the big ideas of **happiness** and **place**; **ethical decision-making** and **means and ends**



## Background information to share with students

- This painting shows Melbourne in 1836, shortly after the first European settlers, including John Batman and John Pascoe Fawkner, arrived in 1835.
- This is the land of the Woiwurrung people of the Kulin Nation. They lived here for upwards of 40,000 years prior to the arrival of European settlers.
- Today if you stand in this area you would see the Aquarium and the Immigration museum.



## Suggested questions and thinking prompts

- What can you see that is happening to the land as a result of European settlement?
- Whose **happiness** may have been impacted?
- Cutting down trees is a **means-to-an-end**. What does this mean? What is the *end* in this case? Do you think it justifies the *means*?
- What sort of **ethical choices** will Charles La Trobe have to make when he arrives in Australia in 1839, just three years later?

## Student activity

There is no student activity for this stop, but students can make some jottings about whether they consider it a happy or sad place.



## DIRECTIONS

Very close by is a painting called **Melbourne 1905** (Stop 2). **Ask students if they can find it.**



# COWEN GALLERY

Stop 2: Melbourne 1905 (10 minutes)



**Learning Goal:** to explore the big ideas of **happiness and place**, **ethical decision-making** and **means and ends**.



### Background information to share with students

- This painting depicts Melbourne just 70 years after the one we just looked at. You can see how much has changed in a short time.



### Suggested questions and thinking prompts

- Think about the painting you just saw of Melbourne in 1836. How has the landscape changed since then?
- What are some positive impacts of settlement that you can see?
- What may be some negative changes that you can see?
- **Did the means justify the ends?**
- Do you think that Charles La Trobe created a happy place? What makes you say this?
- Think of this painting compared to the one of Melbourne in 1836. Which place do you think would be a happier place to live? Can you justify your answer?

### Student activity

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

1. Are these happy or sad places? Make some jottings.
2. Spend 5 minutes walking around the Cowen Gallery space. Find a painting that you think displays happiness. Take a photograph of the painting or record the painting's name on your sheet.
3. Make some *claims* about why you consider this a happy place
4. Do you think everyone would consider this a happy place? Explain why or why not.



### DIRECTIONS

Walk into the Red Rotunda at the north end of the Cowen Gallery (Destination 3). If this room is closed, move on to Destination 4.

### Reflection

Ask students to share their choice with a partner.



# RED ROTUNDA

Portraits (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

- The development of Melbourne was not influenced by Charles La Trobe alone. Many voices shaped the direction, architecture and culture of the city.
- This room displays portraits of many prominent early Victorian settlers who had some impact on the development of the city.



## Suggested questions and thinking prompts

- Look around the room. Do the people represented in these portraits have something in common? What are they wearing? How much money do you think they had? (*They are mainly white, older men who would have been able to afford nice clothes and commission a portrait*)
- In order to be **happy**, do we need to have someone in charge?
- Who else lived in Victoria at the time? Which people are not represented in this portrait gallery? (*Women, children, indigenous people, Chinese and other non-Anglo immigrants*)
- Why do you think these people are not represented here? (*Couldn't afford portraits- unlikely to have been in prominent positions*)
- Would they have had different ideas about what makes a **happy** place?
- If everybody's opinion is not valued, what effect will this have on the happiness of the community?
- Who can you see that looks different? (*William Barak is noticeable as the only Indigenous person*)
- Do you think he might have had different ideas about **happiness** to some others in the room? What makes you say that?
- Can we tell what makes an individual **happy** from the way they look?

## Student activity

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

1. Create a quick portrait of one of your classmates.
2. Write a label for your portrait highlighting some of the ways they contribute to making your classroom back at school a happy place. Are they funny? Kind? Friendly? Helpful? Good at making cupcakes? Excellent at drawing pineapples? You decide!

## Reflection

Ask some students to share the positive traits they thought their subject contributed to the happiness of the classroom.



## DIRECTIONS

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

**Ask students to try and locate the gold rush display cabinet** (Destination 4).



# THE CHANGING FACE OF VICTORIA EXHIBITION

Gold rush cabinet (10 minutes)



**Learning Goal:** to explore the big ideas of **happiness** and **prosperity**; **means and ends** and **ethical decision-making**



## Background information to share with students

- The pictures, artefacts and manuscripts in this section show what life on the goldfields was like in Victoria in the 1850s.
- A huge influx of immigrants arrived in Victoria after the discovery of gold, and many of them tried their luck on the diggings.
- At this time Melbourne was the richest and fastest growing city in the world.
- Money from the gold rush helped build the State Library.



## Suggested questions and thinking prompts

- What do you think the gold rush immigrants came to Australia seeking?
- What might **happiness** have meant to them?
- What is 'prosperity'? Are **happiness** and **prosperity** necessarily connected?
- What do you think people should do with their wealth, once they have provided for their basic needs? What sort of **ethical decisions** would you have to make?
- Do you think that immigrants, migrants and refugees today seek out Australia for the same reasons?

## Student activity

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

1. Here is a painting that depicts life on the Victorian Goldfields. What can you see in the painting that could provide happiness for the man in the centre? Write some notes around the image with arrows pointing to these things.
2. Can you rank these things? What do you think we need in order to be happy? Put the most important things first and the least important things last.

## Reflection

Prompt students with these questions:

- Can a place be happy if it does not have all these things? Explain why or why not.
- What is number one on your list? Provide some evidence to justify why you think it is so important.



## DIRECTIONS

Go back to the stairs, walk down and return to the lifts. Take the lift to Level 3: the La Trobe Reading Room, also known as the *Dome* (Destination 5).

**Ask students to wait at the door and see if they can find Charles La Trobe waiting for them there.**



# LA TROBE READING ROOM

## Stop 1: Portrait of La Trobe (10 minutes)



**Learning Goal:** to further explore the big idea of **happiness**



### Background information to share with students

- Here is Charles La Trobe again- the domed La Trobe Reading Room is named after him.
- If we remember back to start of the tour, La Trobe was the man given the responsibility of overseeing the development of Melbourne.
- Alongside Redmond Barry, who is the founder of this library, La Trobe supported the development of many great Melbourne icons, like State Library Victoria and the Botanical gardens.



### Suggested questions and thinking prompts

- Why do you think La Trobe lent his support to the costly task of building institutions like State Library Victoria?
- We can assume that La Trobe considered reading, thinking and education were essential to a happy life. Do you agree? Why?
- In what ways do you think our surroundings, especially architecture, impact on our **happiness**?
- How do you think the Library contributes to the **happiness** of Melburnians?

## Stop 2: Entry to La Trobe Reading Room

### Reflection (10 minutes)

#### Background information to share with students before entering

The room still contains the original furniture, and for this part of the task we will be able to sit at the historic desks to reflect on our philosophical journey about happiness. *Please remind students that the La Trobe reading room is a silent area.*

#### Student activity

Assist students to complete page five of the student activity booklet: Find a quiet spot at a desk by yourself, have a think about our discussions today and quietly jot down answers to these questions. Try to answer in as much detail as you can.

1. In our discussions today we have thought about how place and happiness are connected. What do you think a place needs for people to be happy?
2. Could different people have different ideas about happiness? What makes you say this?
3. Can everyone be happy in the same place, at the same time? Explain why or why not.
4. Did being in the Library today make you happy? Why do you feel that way?
5. What do you think is the most important question you considered today? Why?



#### DIRECTIONS

Walk inside the La Trobe Reading Room (Stop 2). Students may sit at any unoccupied table - except for the librarian's desk!



# LA TROBE READING ROOM

## Stop 3: Outside the Reading Room

Reflection (5 minutes)



### Reflection & sharing time

- Today we discussed the concept of happiness, how we create it, and how happiness relates to time and place, environment and architecture, and people and decisions.
- 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/>

## CONGRATULATIONS

**You have successfully completed the happiness trail.**



The La Trobe Reading Room was built in 1913 and was designed using the panopticon system of surveillance – meaning that a librarian sitting in the centre desk could see everyone in the room from their chair, just to make sure people behaved themselves.

**It is important to remember this room is a silent space.**



### DIRECTIONS

To exit the Library, walk back to the marble stairs and down to Level 2 (the ground floor). Follow the wooden walkway back to the foyer, and please remember to return your self-guiding teacher badge to the foyer desk. Thank you for visiting State Library Victoria!



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