

Parliament
of Victoria

Meeting places

Activities for self-guided walking tour



Activities for self-guided walking tour

There are two self-guided walking tours that include descriptions of monuments and places of importance.

- [Civic places of importance](#). This is predominantly around East Melbourne and sites that are close to Parliament House.

The questions and activities listed below can be used flexibly, either while on the walking tour to prompt discussion, or to help students gather evidence for further discussion and activities back in the classroom. Where appropriate, there are links to other resources that might be useful.

Some of these activities are based on [Harvard Project Zero's Thinking Routines](#) but have been adapted for the walking tour. The link to the relevant thinking routine is included at the bottom of the activity.

The final section, 'Continuing the conversation', has some ideas about how you might use these discussions or activities back in the classroom.

Headlines

The Headlines thinking routine helps students think about the key ideas and central themes of a topic, in this case how events or people of importance are commemorated.

When writing your headlines think about:

- What does the monument or place represent?
- Who might it be important to?
- Who built it or why is it recognised as important?

For monuments:

- Write a headline that captures the most important aspect of this monument.
- What might have been the headline when the monument was first built?
- Why might your headline be different or the same at different times?

For places:

- Write a headline that captures the most important aspect of this place of importance.
- When was it recognised as a place of importance and what might have been the headline at the time?
- Why might your headline be different or the same at different times?

['Headlines' Thinking Routine](#)

Lenses for Dialogue

Either before or during the walking tour you might like to brainstorm with students different things that influence someone's perspective. Chapter 1 of the [Aboriginal Change Makers](#) resource specifically looks at perspective and what informs students' perspectives.

- Look closely at the monument or the place of importance. What do you notice?
- Discuss with a partner or small group, what people of different ages, races/cultures, genders, religion, or people with disabilities, might think about this monument or place of importance?
 - What else do you see, think and/or feel?
 - What else can you say about your ideas and thoughts?
- Look again at the monument/place of importance
 - Are there any new observations?
 - What questions do you have?
 - What themes or issues did your perspective invite you to think about?

[‘Lenses’ Thinking Routine](#)

Same and Different

This thinking routine helps student consider the complexities by analysing a topic, and comparing the analysis, from a range of different perspectives.

For monuments

- What is your first impression?
 - Think about what this monument is commemorating and why
- From what other points of view could this be perceived? What would one say from those points of view?
 - The person/people who commissioned the monument
 - The person's/peoples' family and friends
 - People that may be opposed to celebrating or commemorating this person / these people. What might their objections be? Cultural, economic, religious/spiritual, historical?
- What are the similarities and differences between these perspectives? How might the perspectives be similar or different to other monuments?

For places of importance:

- What is your first impression?
 - Think about what this place is commemorating and why
- From what other points of view could this be perceived? What would one say from those points of view?
 - The person/people for whom this place is important
 - The person's/peoples' family and friends
 - People that may be opposed to celebrating or commemorating this place. What might their objections be? Cultural, economic, religious/spiritual, historical?
- What are the similarities and differences between these perspectives? How might the perspectives be similar or different to other places of importance?

[‘Same and Different’ Thinking Routine](#)

Challenging perspectives

The questions below ask students to consider their surrounds from different cultural perspectives, and to consider how their community may be more inclusive.

- There are some who argue that Australia could be considered euro-centric?
 - What evidence can you find on the walking tour that this is the case?
 - What arguments can you think of to challenge the view that Australia is euro-centric?
 - What evidence could you find on the walking tour? Consider the monuments, the names of buildings, the architecture, the street names, or you could even consider the types of plants that you see.
 - What opportunities can you see for more inclusivity and diversity?
 - What could you add?
 - What could you take away?
 - What could you make bigger?
 - What could you make smaller?
- What other contributions would you like to see recognised in the area around parliament?
 - How might you go about making this commemoration happen?
 - Will it be a monument (statue, fountain or something else), a place, a placard, a building, a street?
 - Who do you need to ask?
 - What arguments will you need to use to convince people that this person/people/event needs to be commemorated?

Continuing the conversation in the classroom

My community map

Students can create a map of their community/area where they live. Maps can either be:

- Print outs from Google Maps
- Copies of maps from either local council or shires, or similar organisations
 - Many councils or shires may already have different maps of places of interest, for example: <https://www.gleneira.vic.gov.au/our-city/discover-your-glen-eira/urban-adventure-map>

Students can create their own online map using Google's My Map:

- <https://www.google.com.au/maps/about/mymaps/>
- students do need to have a google account

To create their map:

- Select 'create a new map' and give the map a name
- Search the address for where they would like to start the walking tour
 - If it is a street address and the student is happy with the name, they can select the 'add to map' option on the pop up information
 - If students would like to add their own places and name them, they can drop a pin at the location by selecting the pin option from the tool bar. Students can then name their pin and add additional information
- To add or edit information to a pin, click on the pin and then click the pen icon
- There is unlimited number of pins that can be added, but only 10 can be included on the walking tour
- The base map can be changed by selecting from one of nine different map types, each have a different amount of detail. The 'simple atlas' has street names, building/house numbers and public transport

To create a walking tour:

- Click on the 'Get directions' icon
 - Another 'untitled layer' appears
- Click on the pins to add them to the tour
- The order of the pins can be changed by left clicking on any of the destinations (labelled A through to J) and moving them up or down the list
- The transportation mode can be changed by left clicking on the blue car (the default transportation is driving)

Maps have a share option where students can share their links with other members of the class. Students might like to ensure they have selected 'view' maps rather than edit.

Discussion points:

- What similar points of interest/significance did people pick? Why do you think these points are important to a number of people?
- Were there any points that only one person picked? Why do you think this is the case?
- What are the key themes, ideas or concepts across all the points that people picked?
- What makes a place interesting or important?
- Can a place be interesting and important to different people for different reasons?
- Were any of the places on the maps places that recognised the contributions of someone or a group of people?
- Were any of the places on the maps places that would be significant to lots of Victorians? If so, how? And if not, why not?

The 4 C's

While this thinking routine is designed around text-based discussions, it has been adapted to encourage students to think about how the walking tour or different elements of the walking tour might connect to what they are learning and/or their lives.

Connections:

- How do the different monuments and places of importance connect to each other?
- What connections can you draw between the different monuments and places of importance, and your own life or your other learning?

Challenge:

- What ideas, positions, or assumptions do you want to challenge or argue with from the walking tour? Why?
- Are these ideas, positions, or assumptions challenging for everyone? Why/why not?

Concepts:

- What key concepts or ideas do you think are important and worth holding on to from the walking tour? Why/why not?
- What evidence is there for these concepts or ideas in your school and where you live?

Changes:

- What changes in attitudes, thinking, or action are suggested by the walking tour, either for you or others?
- What changes could you implement either in your school and where you live?

[The 4 C's' Thinking Routine](#)

Strength, Weaknesses, Opportunities and Threats

Complete a SWOT diagram for how Victoria may celebrate and commemorate a variety of people that have contributed in some way to Victoria and the people of Victoria. Questions have been included to help you get started.

<p><u>Strengths</u></p> <p>How does Victoria celebrate and commemorate people and/or important events? Who is represented and why? What are the strengths in who and how people and events are represented?</p>	<p><u>Weaknesses</u></p> <p>Are there groups of people or significant events that are not either celebrated or commemorated in Victoria? Why might these people or events not be celebrated or commemorated? Are there any issues with the people and events that are celebrated?</p>
<p><u>Opportunities</u></p> <p>What opportunities are there to celebrate and commemorate more or different people and events? How might we address some of the issues with some of the people and events that are celebrated?</p>	<p><u>Threats</u></p> <p>What obstacles might there be to celebrating and commemorating more people or events?</p>

Connecting to Parliament

Challenging conversations

The [Guide to challenging conversations](#) includes how to connect classroom discussions to the Standing Orders (rules of the Chamber) in parliament. The guide provides some strategies for facilitating issues-based discussions in the classroom, especially issues which may be considered challenging for a variety of reasons. These strategies also acknowledge that any topic has the potential to raise questions and concerns for students and teachers, especially when the issue or topic encourages different perspectives. The different perspectives and viewpoints may for instance relate to social, political, environmental, religious, ethical or moral, historical, economical or legal considerations, and/or these perspectives may be informed by students' lived experiences including family or community views and values.

Members statements

Members statements are a 90 second speech that Members of Parliament give during sitting weeks on issues and matters of importance to either the MP or their constituents. Delivering a member statement could be one way students advocate for a particular person/s or events to be commemorated and are a good way of [connecting the work of Parliament to the classroom](#)

Parliament Prize, the annual competition run by Parliament of Victoria, is also based on member statements. Students submit a 90 second video discussing an issue or a matter of importance to them. Details about Parliament Prize can be found on the education pages of the Parliament of Victoria website <https://www.parliament.vic.gov.au/education>

Important links

- Civic places of importance
<https://www.google.com/maps/d/edit?mid=1BEDt0ixkLAKD7X9omSJArtXczLTB8oOX&usp=sharing>
- Google's My Map: <https://www.google.com.au/maps/about/mymaps/>
- Harvard Project Zero's Thinking Routines <http://www.pz.harvard.edu/thinking-routines>
- Headlines' Thinking Routine
http://www.pz.harvard.edu/sites/default/files/Headlines_2.pdf
- 'Lenses' Thinking Routine
http://www.pz.harvard.edu/sites/default/files/Lenses%20for%20Dialogue_0.pdf
- 'Same and Different' Thinking Routine
<http://www.pz.harvard.edu/sites/default/files/Same%20and%20Different.pdf>
- 'The 4 C's' Thinking Routine
http://www.pz.harvard.edu/sites/default/files/The%204%20Cs_1.pdf
- Aboriginal Change Makers <https://www.parliament.vic.gov.au/education>
- Guide to Challenging Conversations
<https://www.parliament.vic.gov.au/education/springboard-featured-resources/4822-a-guide-to-challenging-conversations>
- Connecting Parliament Prize to your classroom.
<https://www.parliament.vic.gov.au/education/springboard-featured-resources/4889-connecting-parliament-prize-to-your-classroom>