Civics and citizenship

The National Assessment Program Civics and Citizenship (NAPCC) is part of the National Assessment Program administered by the Australian Curriculum, Assessment and Reporting Authority (ACARA). NAPCC measures a student’s knowledge, skills and understanding of the content and processes of the civics and citizenship learning across the curriculum content area.

In NSW, the NSW Education Standards Authority (NESA) syllabuses for the Australian curriculum do not follow the specific Australian Curriculum Civics and Citizenship Curriculum (ACCC). Rather it was decided to adapt the ACCC and aspects of it are included across several syllabuses. Civics and citizenship is one of thirteen learning across the curriculum content areas embedded through all NSW syllabuses for the Australian Curriculum. This is particularly evident in the history K-10 and geography K-10 syllabuses.

There are two measurement points for this assessment framework ­­– at Year 6 and Year 10. The national assessment is conducted every three years. The next assessment is scheduled for 2019. The NAPCC participants will include a representative sample of students from NSW schools.

There are four discrete aspects of the Civics and Citizenship Assessment Framework and will be assessed:

* Aspect 1 – Civics and citizenship content
	+ Content area 1.1 – Government and law
	+ Content area 1.2 ­– Citizenship in a democracy
	+ Content area 1.3 – Historical perspectives
* Aspect 2 – Cognitive processes for understanding civics and citizenship
	+ Cognitive processes 2.1 ­– Knowing
	+ Cognitive processes 2.2 – Reasoning and analysing
* Aspect 3 – Affective processes for civics and citizenship
	+ Affective process 3.1 – Civic identity and connectedness
	+ Affective process 3.2 – Civic efficacy
	+ Affective process 3.3 – Civic beliefs and attitudes
* Aspect 4 – Civic and citizenship participation
	+ Participatory process 4.1 – Actual behaviours
	+ Participatory process 4.2 – Behavioural intentions
	+ Participatory process 4.3 – Students’ skills for participation

This document has been written by teachers with the aim of assisting NSW Department of Education teachers whose students are a part of the cohort that will be tested for the NAPCC. It should assist teachers to prepare their students for this assessment. The document provides sample teaching and learning activities which align to the Civics and Citizenship Assessment Framework. Please note – this document is intended as a guide only.

For primary students, the civics and citizenship teaching and learning have been included within the History K-10 Syllabus. This provides Year 6 teachers with an explicit civics and citizenship focus when teaching history. The teaching and learning activities can replace units currently used for the topic Australia as a nation. They addresses the content:

* key figures and events that led to Australia's Federation
* experiences of Australian democracy and citizenship
* struggle for the rights and freedoms of Aboriginal and Torres Strait Islander peoples.

At the secondary level, in much of the civics and citizenship framework there is little alignment with the NSW secondary geography and history K-10 syllabuses. Whilst some activities can support the Stage 5 history Depth study 2 topic, Making a nation, most are guided by the content and skills in the National Assessment Program Civics and Citizenship Assessment Framework. Hence for Year 10, the document has standalone activities that may focus secondary students’ knowledge, skills and understandings that are required for the purpose of the assessment on civics and citizenship.

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# Stage 3 history – democracy, civics and citizenship

This sequence of lessons investigates the origins and development of democracy in Australia and the values, institutions and processes of Australian democracy. Moreover, the sequence includes the experiences of Australian democracy and citizenship for different groups through the twenty-first century. Students will investigate the changing roles, rights, responsibilities and freedoms of Australian people in the context of government systems and citizenship past and present.

## Stage 3 topic – Australia as a nation

This will primarily be a guided inquiry in which the unit draws heavily on resources provided by the Australian Parliamentary Education Office (PEO) and Australian Electoral Commission (AEC).

### Key inquiry questions

* Why and how did Australia become a nation?
* How did Australian society change throughout the twentieth century?
* What contribution have significant individuals and groups made to the development of Australian society?

### Outcomes

A student:

* HT3-3 identifies change and continuity and describes the causes and effects of change on Australian society
* HT3-4 describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples
* HT3-5 applies a variety of skills of historical inquiry and communication

### Content

Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government (ACHHK113)

Students:

* identify the influences of Britain and the USA on Australian democracy
* sequence key figures and events and explain their significance in the development of Australian democracy, for example, Sir Henry Parkes, Edmund Barton, Louisa Lawson, Vida Goldstein
* outline local, state and federal government structures and responsibilities

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women and children (ACHHK114)

Students:

* examine Australian human rights, past and present, affecting Aboriginal and/or Torres Strait Islander peoples, migrants, women and children
* explain how Australian society has changed throughout the twentieth century for these groups
* investigate the significance of one of the following in the struggle for the rights and freedoms of Aboriginal and Torres Strait Islander peoples
	+ the Stolen Generations
	+ the right to vote federally in 1962
	+ the 1967 Referendum
	+ the Mabo decision

### Civics and citizenship inquiry questions

* What is democracy? What are the key values that underpin democracy?
* What are the origins of Australian democracy? What are Australia’s key institutions?
* What are the roles and responsibilities of Australia’s three levels of government?
* What is the electoral process in Australia?
* What are the responsibilities of electors and representatives in Australian democracy?
* How and why are regulations and laws created, implemented and enforced?
* What are the experiences of democracy for Aboriginal and Torres Strait Islander Peoples?
* What are the experiences of democracy for migrants, women and children?
* How do individuals affect change in a democracy?
* What are the rights and responsibilities of Australian citizens in Australia’s democracy?
* How do people with shared beliefs and values work together to achieve a civic goal?
* How do Australians act as active and informed global citizens?

### Assessment

The strategies require students to demonstrate their learning and are all either assessment for learning or assessment as learning activities. Some activities might be selected and included in a school assessment schedule for assessment of learning.

## Learning sequence 1 – democracy

Students learn about the key values of democracy.

### Inquiry questions

* What is democracy?
* What are the key values that underpin democracy?

### 1. What is democracy? What are the key values that underpin democracy?

* Stimulus – introduce the meaning, concept and values of democracy by undertaking a class vote on an issue of relevance to the students. Unpack the voting process, highlighting the values of democracy that were demonstrated, for example, fairness, equality, reciprocal rights and responsibilities to express different views.
* Define democracy – using think-pair-share, students define the word ‘democracy’. As a class, undertake a joint construction of the definition of democracy, such as ‘democracy provides the opportunity to participate in decision making at many levels, it is a way we make decisions in which the rights of the individual are taken into account’. Look at the origin (etymology) of the word democracy and compare it to the class definition.
* Values of democracy – list and discuss the values of democracy as freedom, equality, fairness, justice, freedom of election and being elected, freedom of assembly and political participation, freedom of speech, expression and religious belief, rule of law, other basic human rights.
* Democracy in action – jointly identify the values of democracy demonstrated in the following ‘Behind the news’ (BTN) article, [What is democracy?](http://www.abc.net.au/btn/story/s4460249.htm) Students use their local newspaper online, or an Australian news site such as the ABC, to find examples of each of the values of democracy.
* Suggested assessment – students provide one local or Australian example of each of the values of democracy in writing, verbally or through role play.

#### Teachers’ note

Additionally, you may wish to use the website [Democracy rules](https://education.aec.gov.au/democracy-rules/) by the Australian Electoral Commission to stimulate discussion.

## Learning sequence 2 – origins of Australian democracy and the key institutions

Students learn about the key elements of Australia’s system of government and their effects.

### Inquiry questions

* What are the origins of Australian democracy?
* What are Australia’s key institutions?

### 2.1 What are the origins of Australian democracy?

* Origins of Australian democracy – students view the video on Federation, [Snapshots – Federation](https://www.peo.gov.au/multimedia/videos/snapshots-federation.html), from the Parliamentary Education Office (PEO). Students identify social, political, economic and cultural perspectives that formed people’s views of Federation.
* Documenting Federation – students interpret the following sources contained in the fact sheet, [Closer look – Federation](https://www.peo.gov.au/uploads/peo/docs/closer-look/CloserLook_Federation.pdf), to understand the differing views of the time.
* Timeline of key events – students read pages 2-3 of [Voting in Australia](https://education.aec.gov.au/teacher-resources/files/voting-in-australia.pdf) by the Australian Electoral Commission. Students create a timeline that sequences the key events.
* Significant key figures – in a jigsaw configuration of groupings, students each research one key figure – Sir Henry Parkes, Edmund Barton, Alfred Deakin, Louisa Lawson, Vida Goldstein. Students communicate their key figure’s role in the development of Australian democracy. Suggested questions:
	+ Who was the person?
	+ What was their viewpoint on Federation?
	+ What was their contribution to the establishment of Federation?
* ‘Heroes of Australian democracy’ display – allocate wall space to display labelled portraits or names of key figures in the development and progress of Australian democracy through the twentieth century. Use the significant key figures in the activity above to commence the display.
* Ping pong debate – students take on roles of people that represent various points of view and undertake a ping pong debate, for or against, of Federation. These roles may include key figures as well as landowners, city dwellers, Aboriginal people, women or poor people.

#### Teachers’ note

Additionally, you may wish to use the resource [Historical gallery of Australian biographies](https://www.civicsandcitizenship.edu.au/cce/historical_gallery%2C9075.html) by Education Services Australia.

### 2.2 What are Australia’s key institutions?



[Separation of powers](https://www.peo.gov.au/image-library/separation-of-powers/210.html) diagram, Parliamentary Education Office. [CC BY-NC-ND 3.0 AU](https://creativecommons.org/licenses/by-nc-nd/3.0/au/)

* The Australian Constitution – students explain that the Australian Constitution is a key document that resulted from the Federation process that established the Commonwealth and was enacted with the establishment of Federation on 1 January 1901. Furthermore, the Constitution set out the model of government with two houses of parliament (bicameral legislature), the House of Representatives and the Senate, as shown in the Parliament of Australia graphic above. Laws can only be made or amended by the consent of the two houses and the Governor General, the monarch’s representative in Australia. The Australian Constitution can only be changed by a referendum. It also lists the responsibilities of federal parliament in Section 51 and 52.
* Systems of government – students read and describe the Parliament of Australia using the [fact sheet](https://www.peo.gov.au/uploads/peo/docs/fact-sheets/parliament.pdf) and the [systems of government in Britain, Australia and the United States of America (USA)](https://getparliament.peo.gov.au/the-australian-constitution/systems-of-government-in-australia-britain-and-united-states). Students use a three-way Venn diagram to show the similarities and differences in the systems of government of Australian, Britain and the USA.
* Separation of powers – using the [headlines](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/Headlines/Headlines_Routine.html) visible thinking strategy, students sum up the main role of:
	+ the separation of powers identified in the constitution (legislature, executive, judiciary)
	+ the houses of parliament
	+ how laws are made.
* Branches of government – use the [think puzzle explore](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/ThinkPuzzleExplore/ThinkPuzzleExplore_Routine.html) visible thinking technique to develop understandings of the branches of government.
* Quiz – to check for understanding, students undertake [quizzes](https://www.peo.gov.au/learning/quizzes.html) on the Australian Constitution and separation of powers.

#### Teachers’ note

Ensure students understand that the role of the separation of powers is to provide checks and balances that ensure democratic processes are maintained. Students should also understand that the branches of government ensures the separation of powers, that parliament makes and amends laws, the executive government puts laws into action and the judicial branch makes judgements about the laws.

Additional resources include:

* [Key features of the Constitution](https://www.peo.gov.au/learning/closer-look/the-australian-constitution/key-features-of-the-constitution.html), PEO
* [Parliament of Australia – image and fact sheet](https://www.peo.gov.au/learning/fact-sheets/parliament.html), PEO
* [Separation of powers – Parliament, Executive and Judiciary](https://www.peo.gov.au/learning/fact-sheets/separation-of-powers.html), PEO
* [Closer Look – Parliament of Australia and US Congress](https://www.peo.gov.au/learning/closer-look/parliament-and-congress.html),
* [Visible thinking routines](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html).

## Learning sequence 3 – roles and responsibilities of Australia’s levels of government

Students learn about understandings of the roles and responsibilities of each level of government.

### Inquiry question

* What are the roles and responsibilities of Australia’s three levels of government?

### 3. What are the roles and responsibilities of Australia’s three levels of government?

* Levels of government – view the video on the [Snapshots – three levels of government](https://www.peo.gov.au/multimedia/videos/snapshots-three-levels-of-government.html) (2:27) from the PEO. Students view the images of the interior chambers of Australia’s Parliament House, NSW Parliament House and the local council chambers. Students use a table to summarise the responsibilities of each of the levels of government.
* Levels of government at work – as a group, view the front page of the local newspaper and determine which level of government has the responsibility for each of the issues. Students interpret a variety of news articles and identify the levels of government, summarising their information in a table.
* Shared roles and responsibilities – students identify issues where federal and state parliaments both have the power to make laws, for example, education and health receive funding from both federal and state governments. Students write an explanation how the federal law will override the state law if federal and state laws conflict. Optionally, students complete a [Venn diagram](https://www.peo.gov.au/uploads/peo/docs/units-of-work/PEO_UOW_Year-6_7-5_Worksheet3.pdf) of the separate and shared roles and responsibilities of the levels of government.
* Government in action – students participate in a role play of multiple levels of government involvement in an issue. Two examples of the government in action are:
	+ management of the Great Barrier Reef in which the federal and Queensland governments have developed and currently implement the [Reef 2050 Plan](https://www.environment.gov.au/marine/gbr/long-term-sustainability-plan) (Department of the Environment and Energy). This plan works to protect the reef into the future.
	+ management of the Murray-Darling Basin through a partnership between the Federal government and governments of New South Wales, Victoria, South Australia, Queensland and the Australian Capital Territory. Provided is further information about the [joint programs](https://www.mdba.gov.au/about-us/partnerships-engagement/joint-programs) from the Murray-Darling Basin Authority.
* Game – students play the [three levels of government game](https://www.peo.gov.au/sub-site/three-levels-of-government-game/index.html) from the PEO.
* Quiz – students undertake the [three levels of government quiz](https://www.peo.gov.au/learning/quizzes.html) from the PEO.

#### Teachers’ note

Additional resources include:

* [Image library – Australia’s Parliament House](https://www.peo.gov.au/multimedia/image-library/australias-parliament-house-il.html), PEO
* [Parliament of New South Wales virtual tour](https://www.parliament.nsw.gov.au/about/Pages/Virtual-Tour.aspx), Parliament of NSW
* [Table – What are some roles and responsibilities of the three levels of government?](https://www.peo.gov.au/uploads/peo/docs/units-of-work/PEO_UOW_Year-6_7-5_Worksheet2.pdf) PEO
* [Venn diagrams – What are some roles and responsibilities of the three levels of government?](https://www.peo.gov.au/uploads/peo/docs/units-of-work/PEO_UOW_Year-6_7-5_Worksheet3.pdf) PEO

## Learning sequence 4 – electoral process and responsibilities

Students learn about the key elements of the Australian electoral process.

### Inquiry questions

* What is the electoral process in Australia?
* What are the responsibilities of electors and representatives?

### 4. What is the electoral process and responsibilities of electors and representatives?

* School elections – students recall opportunities for school elections, for example, student executive, student representative council. Unpack the processes, focusing on the values of democracy – fairness, equal representation, right to vote.
* Who represents me? – using [visible thinking routines](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/ConnectExtendChallenge/ConnectExtend_PoP.html), students [connect, extend and challenge](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/ConnectExtendChallenge/ConnectExtend_Routine.html) their understanding of the federal, state and local representatives of the local area. For example, federal member, state member and local councillors for your local government ward. Students view maps of their local and surrounding areas to identify the state and federal electorate boundaries. Students recall the houses of Parliament and the representatives that stand for either the Senate or House of Representatives.
* Voting role play – the teacher will play the role as the Australian Electoral Commission (AEC) in which they manage the electoral process. Students will participate and conduct a class election of a class representative in a fictional situation. For example, a superhero as class mascot or a representative for a community of schools in a student representative council. Students, in role as 18 year old voters must:
	+ enrol to vote, as voting is compulsory for Australian citizens over 18 years
	+ gather information on the values of each representative in order to cast an informed and responsible vote
	+ vote using a secret ballot that is placed in a sealed ballot box and will be counted by the teacher. Provided is a link to create a [ballot paper](https://getvoting.aec.gov.au/ballotpaper) and resources of [How to run an election](https://education.aec.gov.au/getvoting/content/resources.html) from the AEC.
* Reflection – connect the classroom voting and representative process to the Australian electoral process, ensuring students understand:
	+ secret ballot
	+ compulsory voting
	+ role of the Australian Electoral Commission
	+ right to vote and stand for election
	+ responsibilities of electors – including enrolment, being informed, voting responsibly
	+ characteristics of ‘good’ representatives.
* Suggested formative or summative assessment – students write a statement that outlines how the democratic values of equity and fairness are applied to the Australian electoral system.

#### Teachers’ note

An additional resource is the [Voting in Australia](https://education.aec.gov.au/teacher-resources/files/voting-in-australia.pdf) (magazine) by the Australian Electoral Commission.

## Learning sequence 5 – creation, implementation and enforcement of laws

Students learn about the processes of how bills become law and how laws are enforced in Australia.

### Inquiry questions

* How and why are regulations and laws created and implemented?
* Who are the people that make the law and enforce the law?

### 5.1 How and why are regulations and laws created and implemented?

* Rules and laws – using the think-pair-share technique, students discuss the following questions:
	+ Why do we have rules and laws? (values, order, safety, social cohesion)
	+ How are laws created? (legislative – representative)
	+ What are the consequences of not following the law? (judicial)
* Passing of bills – view the video [Pass the bill](https://www.peo.gov.au/learning/kidsview.html) (8:35) from PEO. Use a [socratic seminar](http://www.acsa.edu.au/pages/images/Creating%20significant%20learning%20experiences%20through%20PBL%20Socratic%20Seminar%20Protocol.pdf) to establish the new knowledge from the video to stimulate discussion.
* Law-making in action – students conduct a role play of how a bill becomes a law. Examples of possible topics include:
	+ bike helmet laws
	+ reduction of voting age to 16 years
	+ extension of school hours
	+ banning of single-use plastic bags.
* Game – students play the [Pass the bill – game](https://www.peo.gov.au/learning/kidsview.html) from PEO. This game allows student to pick an idea for a new law and follow its progress through parliament.
* Reflection – students reflect on and discuss the roles of various people including the Prime Minister of Australia, Leader of the Opposition, the members of the House of Representatives, the speaker and the capacity of the community to propose a bill. Students answer the following question - How does the process support Australia’s definition of democracy?

### 5.2 The people that make and enforce the law

* Types of laws and regulations – students create a board game that outlines the different types of laws and regulations and the people or departments responsible for their enforcement. Students could use an [online board game maker](https://www.toolsforeducators.com/boardgames/). Examples of laws and regulations include:
	+ road and traffic laws – state police
	+ building developments and tree preservation – local council environmental and compliance officers
	+ border control – federal quarantine and customs officers.
* Law enforcement – students conduct a court case of the processes that occur when people do not abide by laws and regulations. For example, this may include fines, infringement notices, court appearances and consequences in which students re-enact the process.
* Courts of law – students view the image [Who's who in the small claims division of the local court](http://www.lawaccess.nsw.gov.au/Pages/representing/Local_courts_small_claims/Whos_who_court.aspx) from the PEO and the image of the [High Court of Australia](https://www.peo.gov.au/image-library/the-high-court-of-australia/214.html) as examples of the two different levels of courts in Australia. Students identify key people and analyse similarities and differences in the images.

#### Teachers’ note

Additional resources include:

* [The usual path of a bill – graphic](https://www.peo.gov.au/uploads/image_gallery/the-law/PEO_0702_usual-path-bill-v3.pdf), PEO
* [Who's who – small claims division of the local court](http://www.lawaccess.nsw.gov.au/Pages/representing/Local_courts_small_claims/Whos_who_court.aspx), NSW Justice.

## Learning sequence 6 – experiences of democracy for Aboriginal and Torres Strait Islander Peoples

Students learn about actions of individuals and groups that worked to address inequities in rights and freedoms of Aboriginal and Torres Strait Islander Peoples.

### Inquiry question

* What are the experiences of democracy for Aboriginal and Torres Strait Islander Peoples?

### 6. What are the experiences of democracy for Aboriginal and Torres Strait Islander Peoples?

* Timeline of Aboriginal activism – students research one of the following key events and create a protest style poster that names the event, date, key people and its key message. Students stand with their posters, stating the key message, to create a physical timeline. Examples of key events include:
	+ 26 January 1938 – Day of Mourning
	+ March 1962 – Aboriginal and Torres Strait Islander people are given the right to vote federally
	+ 27 May 1967 – Referendum in which 90.7% of Australians voted yes to count Aboriginal and Torres Strait Islander Peoples in the census
	+ 11 June 1971 – Neville Bonner AO was the first Aboriginal Person to be appointed to the Australian Federal Parliament (Senate)
	+ 3 June 1992 – the Mabo decision in the High Court of Australia ruled that native title existed
	+ 21 December 1993 – Native Title Act passed for enactment on 1 January 1994
	+ 13 February 2008 – The Apology
	+ 29 May 2019 - Noongar man Ken Wyatt made history by being the first Aboriginal person to be sworn in as minister for Indigenous Australians.
* ‘Heroes of Australian democracy’ display – add key Aboriginal people to the Heroes of Australian democracy’ display, such as Jack Patten and other key figures identified in the activities above. The display was created in learning sequence 2.
* Stolen Generations – view the video [The Apology](http://myplace.edu.au/teaching_activities/2008/1/the_apology.html?idSubtheme=) (3:15) which includes the 2008 Apology and personal experiences of the stolen generation. Provide time for quiet personal reflection on the video and the opportunity for discussions. Optionally, students read the book ‘The burnt stick’ by Anthony Hill.
* Discrimination – share the picture book ‘[Say Yes – a story of friendship, fairness and a vote for hope](http://www.lamontbooks.com.au/media/93178/april-2017-ps-say-yes-a-story-of-friendship-fairness-and-a-vote-for-hope.pdf)’ by Jennifer Castles and Paul Seden. Students take on the perspectives of the various characters and outline how they would feel. This should highlight the concepts of fairness, equality and discrimination. Student answer the following question - In what ways were Aboriginal people discriminated?
* Build empathy – using a scenario of being banned from a place due to the issue of being different. This may include being banned from the local sports field due to discrimination. Students suggest possible actions they could take to change the situation.
* Freedom rides – view the Behind the News (BTN) video (3:54) from the ABC on the [freedom rides](https://www.abc.net.au/btn/classroom/freedom-ride/10527008). Students read the 12 February 1966 article, [Country tour in bid to aid Aboriginals](https://aiatsis.gov.au/sites/default/files/docs/collections/freedom-ride/country-tour-bid-to-aid-aboriginals.pdf). In groups, students discuss the individuals, issues and the results of the article and film clip. Using the issue of discrimination, students work in pairs and construct a concept map which identifies the change agents (people who affected change) and the consequences or effects of their actions.

#### Teachers’ note

An additional resource for use is website of the [Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS)](https://aiatsis.gov.au/).

## Learning sequence 7 – experiences of democracy and citizenship for migrants, women and children

Students learn about examples of ways in which women, migrants and children have been denied rights and freedoms in Australia.

### Inquiry question

* What are the experiences of democracy and citizenship for migrants, women and children?

### 7. What are the experiences of democracy and citizenship for migrants, women and children?

* Gender equality – view the BTN video [Gender equality](http://www.abc.net.au/btn/story/s3784907.htm). Students identify the key information about the experiences of women in democracy and citizenship.
* Experiences of democracy – students select one of the following research tasks. Students must compile information and create a one page historical narrative that outlines the experiences of the person or group. This must including at least one primary source. Students should add key individuals to the ‘Heroes of Australian democracy’ display (developed in learning sequence 2). Students communicate their research findings in a [jigsaw configuration](https://www.jigsaw.org/). Student research topics:
	+ Equality and empowerment of women – select one of the key women in the fight for the female vote and conduct further research on her background and her role in the suffrage movement using sites such as the [Australian women’s timeline](https://timeline.awava.org.au). Identify features of her life, experiences and upbringing that may have led her to pursue this path. Use the [biography organiser template](http://www.abc.net.au/btn/resources/teacher/episode/20170307-womenatwork_Template_BiographyOrganiser.pdf) or own format.
	+ World War II civilian internment camps – read the two SBS News articles on the internment of Japanese civilians residing in Australia – [The Japanese and the dark legacy of Australia's camps](https://www.sbs.com.au/news/the-japanese-and-the-dark-legacy-of-australia-s-camps) and [Japanese survivors recall Australia’s WWII civilian internment camps](https://www.sbs.com.au/news/japanese-survivors-recall-australia-s-wwii-civilian-internment-camps). Use the [biography organiser template](http://www.abc.net.au/btn/resources/teacher/episode/20170307-womenatwork_Template_BiographyOrganiser.pdf) to record information on the experiences of internment of Joe Murakami and Tomoko Irlean Matsumoto. Identify the reasons for their internment and the freedoms and democratic values these people were denied.
	+ Youth migration and the Dreadnought Boys – read the webpage on [Scheyville training farm 1911-1939](http://www.migrationheritage.nsw.gov.au/exhibitions/fieldsofmemories/trainingfarm.html), noting the experiences of the teenage Dreadnought Boys. View the 1926 photographs of their training activities, considering why the series of photographs was taken. Select one [photograph from State Archives and Records](https://www.records.nsw.gov.au/series/5529) that represents the promise to the boys made by the Australian government. In first person voice, compose a letter to relatives that describes the realities of the experience in the training and their work in country NSW.

#### Teachers’ note

An additional resource for students that contains digitised sources is [Trove](https://trove.nla.gov.au/).

## Learning sequence 8 – rights and responsibilities of Australian citizens in our democracy

Students learn about the rights and responsibilities of Australian citizens.

### Inquiry question

* What are the rights and responsibilities of Australian citizens in our democracy?

### 8. What are Australian citizens’ rights and responsibilities in our democracy?

* What is a citizen? – brainstorm the meaning of the words ‘citizen’ and ‘citizenship’. Students determine the shared definitions of their words.
* What is an Australian citizen? – as a class, discuss whether or not everyone who resides in Australia is an Australian citizen. Students define the term ‘Australian citizen’. Outline that Australian citizens have responsibilities, privileges, entitlements and rights that non-citizens do not have. Students use the webpages, [Seven advantages of becoming an Australian Citizen](https://www.sbs.com.au/yourlanguage/punjabi/en/article/2017/01/26/7-advantages-becoming-australian-citizen) from the SBS and [Learn about being an Australian citizen](https://immi.homeaffairs.gov.au/citizenship/what-does-it-mean) from Department of Home Affairs to find brief information on:
	+ advantages of being an Australian citizen
	+ how people become Australian citizens
	+ responsibilities and privileges of being an Australian citizen
	+ citizenship entitlements
	+ freedoms of Australian citizens
	+ definition of dual citizenship.
* Human rights – students create an annotated display that outlines how human rights are protected in different ways in Australia, for example, through the Constitution, legislation and the common law.
* Australian citizenship pledge – students read the Australian citizenship pledge and create a mind map that outlines their understanding of each line of the pledge.
* Australian citizenship in action – view the film clip of [Aliir’s story](https://youtu.be/n-s0LrwAUGM) (2:38) and use the [think pair share](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/ThinkPairShare/ThinkPairShare_Routine.html) strategy for students to identify:
	+ Aliir’s values expressed in regard to citizenship
	+ the reasons why Aliir left his country
	+ Aliir’s active participation as an Australian citizen.
* Classroom pledge – in pairs, students brainstorm the values they would like in a classroom citizenship pledge. Are they similar to the Australian values? Students write a four-line citizenship pledge for their classroom.

#### Teachers’ note

Further information on Australian citizenship can be obtained from [australia.gov.au](https://www.australia.gov.au/information-and-services/immigration-and-visas/australian-citizenship).

## Learning sequence 9 – shared beliefs and values to achieve a civic goal

Students learn about civic participation and civic action.

### Inquiry question

* How do people with shared beliefs and values work together to achieve a civic goal?

### 9. What are shared beliefs and values? How do they work together to achieve a civic goal?

* Civic participation – view the BTN video [Volunteering](http://www.abc.net.au/btn/story/s3208633.htm) (3:56) and discuss how diverse groups cooperate and participate in the community. In groups, students create concept maps of volunteers that impact their lives, for example, sports coaches, school reading tutors and school canteen volunteers.
* Civic action – view the website [Take 3 for the Sea](https://www.take3.org) and identify the issue, civic goal of the founder and strategies being undertaken to achieve the goal. Students view and interpret other civic action websites such as [Youth off the Streets](https://youthoffthestreets.com.au/) and [Reconciliation Australia](https://www.reconciliation.org.au). Students summarise key information from the sites in a table then identify common values demonstrated by the organisations. Students use a table to summarise information on the:
	+ main issue the organisation is aiming to address
	+ key purpose or goals of the organisation
	+ main strategies to achieve the goals
	+ social media strategies, including hashtags
	+ values of the organisation.
* Social media campaign – students select a local issue and design the home page of a social media or digital campaign platform that will encourage change. This page should have an impact and include social media hashtags. If working digitally, students can use an app such as Typorama or, if technology is unavailable, the design can be created on paper. Please note – the page should not ‘go live’ as this would need special permission.

#### Teachers’ note

Draw on the expertise of family members of students in the class who volunteer in community-based organisations.

Learning sequence 10 – active and informed global citizens

Students learn about ways in which people can participate as global citizens.

### Inquiry question

* How do Australians act as active and informed global citizens?

### 10. How do Australians act as active and informed global citizens?

* Australian and global citizens – students create a poster about the different obligations that people have as Australian and global citizens. Examples include an awareness of human rights issues, concern for the environment and sustainability and an awareness of being active and informed about Australian and global issues.
* Dual citizenship – recall the meaning of dual citizenship and the differences between Australian citizenship and dual citizenship. As a class, discuss any implications for identity and belonging.
* Global citizenship – view the UNESCO film clip [Global citizenship](https://youtu.be/XVSgbU6WVSk) (3:28). In groups, students use a ‘consensus board’ to create a group definition of ‘global citizen’.
* Global citizenship in action – in [jigsaw configuration](https://www.jigsaw.org/) groupings, students research and share the civic actions of one of the following organisations promoting global citizenship and civic action. Students write a short persuasive text recommending one global project for the class to support.

#### Teachers’ note

It may be appropriate for students to select and fundraise for an Australian or global cause such as:

* [Taronga Conservation Society Australia – Act for the wild](https://taronga.org.au/conservation-and-science/act-for-the-wild) (contains several global environmental projects)
* [Fairtrade Australia New Zealand](http://fairtrade.com.au/What-is-Fairtrade)
* [World Vision](https://www.worldvision.com.au)
* [Oxfam Australia](https://www.oxfam.org.au)
* [Refugee Council of Australia](https://www.refugeecouncil.org.au).

## Stage 3 historical concepts and inquiry skills

The following historical concepts and skills have been integrated into the teaching and learning sequence.

### Historical concepts

* Continuity and change – some things change over time and others remain the same, for example, aspects of both continuity and change in Australian society throughout the twentieth century.
* Cause and effect – events, decisions or developments in the past that produce later actions, results or effects, for example events and other reasons that led to migration to Australia; reasons for the struggle for rights and freedoms for various groups in Australia.
* Perspectives – people from the past will have different views and experiences, eg differing attitudes of various groups to Federation or to granting rights and freedoms to women and Aboriginal peoples.
* Empathetic understanding – an understanding of another's point of view, way of life and decisions made in a different time, eg differing attitudes and experiences of living in an Australian colony; understanding the experiences of Aboriginal and Torres Strait Islanders, women and migrants throughout the twentieth century.
* Significance – the importance of an event, development or individual/group, eg determining the importance (significance) of various peoples' contributions to the development of a colony.
* Contestability – historical events or issues may be interpreted differently by historians, eg British 'invasion' or 'settlement' of Australia.

### Historical inquiry skills

Comprehension: chronology, terms and concepts

* respond, read and write to show understanding of historical matters
* sequence historical people and events (ACHHS098, ACHHS117)
* use historical terms and concepts (ACHHS099, ACHHS118)

Analysis and use of sources

* locate information relevant to inquiry questions in a range of sources (ACHHS102, ACHHS121)
* compare information from a range of sources (ACHHS103, ACHHS122)

Perspectives and interpretations

* identify different points of view in the past and present (ACHHS104, ACHHS123)

Empathetic understanding

* explain why the behaviour and attitudes of people from the past may differ from today

Research

* identify and pose questions to inform an historical inquiry (ACHHS100, ACHHS119)
* identify and locate a range of relevant sources to support an historical inquiry (ACHHS101, ACHHS120)

Explanation and communication

* develop historical texts, particularly narratives and descriptions, which incorporate source material (ACHHS105, ACHHS124)
* use a range of communication forms (oral, written, graphic) and digital technologies. (ACHHS106, ACHHS125)

All key inquiry questions, outcomes, content, skills and concepts referred to are from [History K-10 Syllabus](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2012.

# Stage 5 history – democracy, civics and citizenship

This sequence of lessons investigates the role and key features of democracy in Australia, the key features of the court and justice systems and ways in which citizens participate in an interconnected world.

## Stage 5 Depth study 2 – Australia and Asia – Topic 2a Making a nation

Whilst some activities can support the topic Making a nation in Depth study 2, most are guided by the content and skills in the National Assessment Program Civics and Citizenship Assessment Framework.

### Inquiry questions

* What is the role of democracy in building a socially cohesive and civil society?
* How is Australia’s democracy defined and shaped by the global context?
* What are the key features of Australia’s court system?
* What are the key principles of Australia’s justice system?
* What influences shape the operation of Australia's political system?
* How does Australia's court system work in support of a democratic and just society?
* How do citizens participate in an interconnected world?
* How are government policies shaped by Australia’s international legal obligations?
* What are the features of a resilient democracy?

### Outcomes

A student:

* HT5 1 explains and assesses the historical forces and factors that shaped the modern world and Australia
* HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
* HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia
* HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia
* HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
* HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

### Content

Key events and ideas in the development of Australian self-government and democracy, including women's voting rights (ACDSEH091)

Students:

* explain how and why Federation (1901) was achieved
* outline state and federal responsibilities under the Australian Constitution
* discuss the consequences of the introduction of the Australian Constitution for the rights of women and Aboriginal peoples

### Historical inquiry skills

Comprehension: chronology, terms and concepts

* read and understand historical texts
* use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)
* sequence historical events to demonstrate the relationship between different periods, people and places (ACHHS164, ACHHS182)

Analysis and use of sources

* identify different types of sources
* identify the origin, content, context and purpose of primary and secondary sources (ACHHS169, ACHHS187)
* process and synthesise information from a range of sources as evidence in an historical argument (ACHHS170, ACHHS188)
* evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry (ACHHS171, ACHHS189)

Perspectives and interpretations

* identify and analyse the reasons for different perspectives in a particular historical context (ACHHS172, ACHHS173, ACHHS190, and ACHHS191)
* recognise that historians may interpret events and developments differently (ACHHS173, ACHHS191)

Empathetic understanding

* interpret history within the context of the actions, values, attitudes and motives of people in the context of the past (ACHHS172, ACHHS173, ACHHS190, ACHHS191)

Research

* ask and evaluate different kinds of questions about the past to inform an historical inquiry (ACHHS166, ACHHS167, ACHHS184, ACHHS185)
* plan historical research to suit the purpose of an investigation
* identify, locate, select and organise information from a variety of sources, including ICT and other methods (ACHHS168, ACHHS186)

Explanation and communication

* develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS174, ACHHS188, ACHHS192)
* select and use a range of communication forms, such as oral, graphic, written and digital, to communicate effectively about the past for different audiences and different purposes (ACHHS175, ACHHS193)

All outcomes, content, skills and concepts referred to are from [History K-10 Syllabus](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2012.

### Assessment

All activities require students to demonstrate their learning. All are assessment for learning activities.

## Learning sequence 1 – political parties, elections and government

This sequence of lessons investigates the essential ideas regarding government and democracy, the processes that take place to pass and implement laws in Australia. This sequence of lessons will also investigate the role of the media during an election.

### National Assessment Program Civics and Citizenship –Assessment Framework – content and skills

* The role of political parties and independent representatives in Australia’s system of government, including the formation of government (ACHK075)
* How citizens’ political choices are shaped at election time, including the influence of the media (ACHCK076)
* The process through which government policy is shaped and developed, including the role of Prime Minister (ACHCK103)
* Develop, select and evaluate a range of questions to investigate Australia’s political and legal systems (ACHCS082 and ACHCS097)
* Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS086 and ACHCS099)

### Inquiry questions

* What is the main role of a political party and elected representatives in Australia’s system of government?
* How is government policy shaped and developed?
* What is the role of the public service in the law making process?
* What is the role of the Australian prime minister? Is this role different to prime ministers in other countries?

#### 1. What is the role of political parties, elections and government?

* Students decide and discuss the ‘biggest issue’ that they really care about. The issue must be an important topic or problem. Group the students’ issues together under general headings. This will determine a political party, with a common ground, to which the students can now belong. For each political group or party, students are to:
	+ name the party
	+ establish party priorities
	+ elect a party president
	+ develop a party poster/advertisement of one minute or less
	+ discuss how your group would encourage other people to join your political party.
* Use a [Socratic seminar](http://www.acsa.edu.au/pages/images/Creating%20significant%20learning%20experiences%20through%20PBL%20Socratic%20Seminar%20Protocol.pdf) for students to explore the role of political parties in government and how similar or different it is to the parties established in the classroom.
* Focusing on one of the following, students write ten dot points that defines the purpose of **or** the role of:
	+ the opposition party
	+ the government
	+ an independent
	+ minor political party.
* As class, create a mind map that links the above people/groups to the central role of government.
* Students research and use a [circle of viewpoint](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03e_FairnessRoutines/CircleViewpoints/CircleViewpoints_Routine.html) discussion technique to answer the following questions:
	+ How do political parties influence change in Australian government policies?
	+ If there were no political parties in government, what would be the challenges of change?
* Using the students’ ‘biggest issues’ that were previously discussed, identify the main political parties in the current Australian parliament and construct a table that outlines their policies on these ‘biggest issues’. Students use a graphic organiser to help answer the following question – What are the differences and similarities between the parties?
* Students recall and recount how government is formed by making a two minute film clip in Movie Maker or iMovie on the process of government formation in Australia. Students:
	+ emphasise the role of parties
	+ the importance of the vote by the people in a representative democracy
	+ the election and role of the prime minister.
* Student ensure that the following is included in the video clip:
	+ How does a representative democracy operate?
	+ What is the difference between and upper and lower house in parliament?
	+ How does voting and counting votes function to ascertain a representative?
	+ What is the importance of political parties at election time?
	+ What is a parliamentary majority?
	+ What is a hung parliament?
	+ What is a minority government?
* Students conduct a media analysis of the role of the media at election time by answering the following questions:
	+ How important is the role of media at election time?
	+ Why do political parties advertise their policies? Find examples in print, news and social media.
	+ Using examples, examine a range of strategies used to persuade citizens of electoral choices. Examples include public debate, media, opinion polls, advertising, interest groups and political party campaigns.
	+ How are the public perceptions of each party’s policies demonstrated? Is this good citizenship? Why or why not?
	+ How do voters ensure that political party advertising is accurate or not? Give examples of inaccuracies.
	+ List the election slogans of the main political parties of the previous four federal or state elections. Use an empathy task to determine which slogans students like the best and why. Are these slogans necessary and what constitutes a successful slogan?
	+ Would the media influence your political party preferences? Why or why not?
* Use the ABC’s [Vote compass](https://votecompass.abc.net.au/) to determine how students’ views on essential issues compare to the political parties and which party’s policy is the closest to the students’ view of policies and government.
* Students view the film clip [Passing a bill](https://www.peo.gov.au/multimedia/videos/snapshots-passing-a-bill.html) (08:35). This film clip show how government policy requires the passing of bills in parliament. In pairs, students recall the process through which a bill is made into law. Provide recent examples of bills that have passed into law. These recent bills can be found at [Bills and legislation](https://www.aph.gov.au/Parliamentary_Business/Bills_Legislation). Students choose one bill that was passed in parliament, which is of interest to them and design a flow chart that shows how the bill came to be law. This flow chart must include the impetus from the initial community or elected representative to drafting/writing the bill and administration of the law by the public service once the bill has been passed. Students ensure that the work includes answers to the following questions:
	+ What is the role of the community, individual or media in putting forward a bill to an elected representative?
	+ What are the processes that take place, from start to finish, of the law making process?
	+ What is the importance of the writing of the bill to be put forward to parliament for debate?
	+ Who are the key people in the formation of the law?
	+ Why is the debate of a bill an important part of the process?
	+ How important is the prime minister’s role in the law making process?
* Social media in parliament and government – students find examples that illustrate how Parliamentarians, political parties and political activists are using social media to explain policies and ideas. In groups, students answer the following question – How influential is social media becoming on people’s opinions?

#### Questions for review

1. What is the main role of a political party and elected representatives in Australia’s system of government?
2. How important is the media during election time?
3. How is government policy shaped and developed?
4. How is a bill passed in parliament?
5. What is the role of the public service in the law making process?
6. What is the role of the Australian Prime Minister and the Leader of the Opposition? Are these roles different to Prime Ministers and the Leader of the Opposition in other countries?

#### Questions for discussion

1. How important is the role of the Senate? Can the Australian Parliament proceed without an upper house? For example, compare Australia’s system with that of New Zealand or Britain.
2. What bill would you most like to put forward to parliament to be debated and passed into law? Why?

#### Teachers’ note

The [Vote compass](https://votecompass.abc.net.au/) from the ABC, is a civic engagement tool that lets Australians explore their place in the political landscape in the lead-up to an election. Follow the links for further information on how to run a [Socratic seminar](http://www.acsa.edu.au/pages/images/Creating%20significant%20learning%20experiences%20through%20PBL%20Socratic%20Seminar%20Protocol.pdf) and [circle of viewpoint](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03e_FairnessRoutines/CircleViewpoints/CircleViewpoints_Routine.html).

## Learning sequence 2 – citizen, active citizenship and civic life

This sequence of lessons investigates the democratic rights of citizens to participate in and contribute to civic life. This sequence also provides students the opportunity develop an understanding of how individuals and groups can participate in and contribute to civic life and the importance of active citizenship in an Australian society.

### National Assessment Program Civics and Citizenship – Assessment Framework – content and skills

* How and why individuals and groups, including religious groups, participate in and contribute to civic life? (ACHCK079)
* Use democratic processes to reach consensus on a course of action relating to a civics or citizenship and plan for that action (ACHCS087 and ACHCS100)

### Inquiry questions

* How do individuals and groups participate in, and contribute to, civic life?
* How can citizens participate in how the government deals with issues in society?
* Why is it important for individuals and groups to be active citizens in our community?
* What are ways of participating in government? Why would each way be effective?

### 2. What is citizenship, active citizenship and civic life?

* In small groups, review, by discussing the definitions of and the differences between, the key terms:
	+ citizen
	+ citizenship
	+ civics.
* Students prepare a one minute skit/role play to showcase the previously discussed terms and their differences.
* Students research the work of a non-government organisation (NGO), individual philanthropist, community group or religious group in how and why they contribute to the Australian community. They answer the questions – What do they aim to achieve? Is change, in a particular area, always the main aim? Students prepare a short speech of less than three minutes that summarises the organisation’s role and work.
* Students discuss the term ‘the common good’ and answer the following questions – What is it? Why is it important? In their answers, students give examples of groups that work towards achieving ‘the common good’.
* Students construct a mind map that gives examples of ways individual citizens can participate in, and contribute to, civic life. For example:
	+ voting in local, state, and federal elections
	+ signing a petition
	+ writing letters to elected representatives
	+ demonstrating through protest marches or boycotts
	+ jury service
	+ being a candidate for local, state or federal office
	+ volunteering for charities, schools, aged care facilities, sporting events
	+ becoming a [Justice of the Peace](https://www.jp.nsw.gov.au/Pages/justices-of-the-peace/becoming-a-jp.aspx)
	+ making submissions to public enquiries
	+ serving on local government bodies.
* From the list above, students individually identify the advantages and disadvantages of each form of participation and list them in order of importance to them. As a class, discuss the differences in importance and the importance of having differences of opinion.
* Describe the purpose and the process of the [Australian honours system](https://pmc.gov.au/government/its-honour) and the different types of awards. In pairs, students choose a case study of the link between the Australian honours system and active citizenship and answer the following question – What are the common characteristics of people who are awarded an Australian honour?
* To make sound decisions as a citizen, students must think about the purpose of government and how satisfied they are with the way the government is working and benefiting society. Use the following scenario to build understanding – You have to choose a shop to repair your mobile phone. Before you choose this shop, you want to be sure they can effectively repair your mobile phone, have a sound reputation and are not too costly. Moreover, if the shop did a good job, you would probably not worry about examining them when your mother’s mobile phone needed repairs a few weeks later. Yet, if the shop did not do an adequate job on your mobile phone you probably would choose another repairer for your mother’s repairs, or perhaps watch them more closely. The same can be said for all levels of government in our democratic system – are we sure they can do the job we are asking them to do? If they are in the job of governing, are they doing a good job or do they need to be replaced or watched more closely? This is the job of citizens to decide.
* In small groups, students brainstorm issues raised in the case study that are of concern at a state or federal level. They select one issue that is most important to the group.
* Students use [think, pair, share](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/ThinkPairShare/ThinkPairShare_Routine.html) to identify ways in which the group could get involved in this issue and brainstorm what might be the most effective way to:
	+ get a response from the government representative
	+ raise public awareness
	+ create media attention.
* With regards to the chosen issue, students complete a concept map to illustrate how the group could be active citizens and any potential plans to deal with the issue. An example of active citizens and civic participation is the Franklin Dam dispute and the role of the Wilderness Society in galvanising support for resisting the building of the Franklin Dam. Refer to lesson plans and resources for the [Franklin Dam dispute](http://www.curriculum.edu.au/cce/wd_introductory_activity%2C9302.html).

#### Questions for review

1. How do individuals and groups participate in, and contribute to, civic life?
2. How can citizens participate in how the government deals with issues in society?
3. Why is it important for individuals and groups to be active citizens in our community?
4. List three ways of participating in government. Why would each way be effective?

#### Questions for discussion

1. If the purpose of government is to follow the wishes of the people and the law of the land, but the government are not doing this, should citizens still be required to obey its laws?
2. Does a citizen have a responsibility to work to improve his or her society? Why or why not?
3. Should a citizen be concerned with improving the lives of those less fortunate? Why or why not?

#### Teachers’ notes

Follow the links for further information on the [think, pair, share](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/ThinkPairShare/ThinkPairShare_Routine.html) technique.

## Learning sequence 3 – cultural identity, global citizens and connections

This sequence of lessons investigates people’s connections to places and movement between places across a range of scales and the impact of these connections on Australian identity. This sequence of lessons will also explore how transport, information and communication technologies and trade links people to other people and places. This sequence will further examine the effects of human activities, such as production, recreation and travel, on places in Australia and throughout the world.

### National Assessment Program Civics and Citizenship – Assessment Framework – content and skills

* The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080)
* How ideas about and experiences of Australian identity are influenced by global connectedness and mobility (ACHCK081)
* Account for different interpretations and points of view (ACHCS085 and ACHCS098)
* Reflect on their role as a citizen in Australia, regional and global contexts (ACHCS089 and ACHCS102).

### Inquiry questions

* What is the difference between culture and identity?
* Differentiate between Australian personal culture and Australian personal identity.
* How has different forms of media shaped Australian identity?
* What does it mean to be a ‘global citizen’ and having a ‘global identity’? How do people identify as a global citizen?
* What role do global citizens play in Australia and the world?

### 3. What is cultural identity, global citizens and connections?

* What is culture? Students investigate what is meant by the word ‘culture’.
* In groups, students introduce themselves to their peers and complete the following activities:
	+ State their name, origins of their name and the cultural background of their family.
	+ Discuss what was talked about as ‘cultural background’. Write key words that consistently relate to ‘culture’.
	+ Define the term ‘culture’. Share the definition with the class and as a class, discuss the different definitions.
	+ Use the internet to research definitions of culture and compare the different groups’ findings.
* Students investigate the question – What is identity and what is your own identity? Students write examples of each component of identity that relate to the diagram below.
* Students write a newspaper article that describes the link between culture and identity.
* Students write a structured paragraph describing how aspects of culture affect an individual’s identity.
* In groups, students list the ways the media shapes identity. To help with this task, students create a table with four columns – 1. Human rights issues, 2. Media campaign (types of media used), 3. Slogan, 4. Evidence of success or failure. They complete the table and produce a structured response about the ways the media shapes identity.
* Students choose an individual or a group and research and explain how media, including social media, has represented the individual or group. Students must determine the impact of the representation of the individual or group in shaping their identity. They must provide examples of how this representation impacts on community cohesiveness. Resources for consideration:
	+ [Inter-cultural Communication](http://interculturalcommunicationkit.weebly.com/what-is-culture.html)
	+ [International Network for Cultural Diversity](http://culture360.asef.org/organisation/international-network-for-cultural-diversity/)
	+ [Foundation for Endangered Languages](http://www.ogmios.org/)
	+ [Coalition for Cultural Diversity](https://cdec-cdce.org/en/)
	+ [Australian Intercultural Society](http://www.intercultural.org.au/)
	+ [Multicultural Australia](http://www.multiculturalaustralia.edu.au/).
* Students develop a [gallery walk](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-for-the-future/future-focused-learning-and-teaching/Future-focused-resources/gallery-walks2) of the features of a person’s identity that have global connections and mobility as its source. As an example, students use images from a person’s life in which they may identify as having a Greek heritage and may have parents born in Greece. Moreover, this may be the reason for this global connection and mobility. In a structured response, students describe the impact of these connections on a person’s identity.
* Students create a mind map of connections around the world to Australia and people from Australian the areas of:
	+ recreational, cultural and/or leisure connections
	+ transport
	+ information and communication technologies
	+ language learning
	+ travel
	+ employment
	+ immigration and trade.
* In groups, students examine stories of how a person’s individual identity would be influenced by global connections and mobility, for example, working and living overseas. Students individually answer the following questions:
	+ How is a national identity formed?
	+ How has Australia’s identity been influenced by global connections and mobility?
	+ What has been the impact of low cost travel, migration, international telephone cards and social media on Australia’s national identity?
* Students construct a table as an example of global citizenship by using and completing five columns – 1. What I think I know, 2. What I feel, 3. What I know and can confirm/prove, 4. What I think I know but cannot confirm or prove, 5. What I would like to know. Students describe the implications for Australian citizens of:
	+ global connectedness
	+ global identity
	+ global citizenship.
* Students use a [jigsaw technique](https://www.jigsaw.org/) to describe the characteristics of having a ‘global identity’, being a ‘global citizen’ and ‘global citizenship’. In small groups, students define the previously mentioned terms. Students create a shared class definition of the three terms and their differences. Please note – the UNICEF definition of ‘global citizen’ is “someone who understands interconnectedness, respects and values diversity, has the ability to challenge injustice, and takes action in meaningful ways.”
* Use the [barometer teaching strategy](https://www.facinghistory.org/resource-library/teaching-strategies/barometer-taking-stand-controversial-issues), in which students form a line from agree to disagree, that reflects their own viewpoint from each of the following statements:
	+ There is no world government. Global citizenship does not exist.
	+ Being an Australian and global citizen is the same.
	+ You can be an Australian citizen and a global citizen at the same time.
	+ Australia has a global identity.
	+ A global citizen is more important that an Australian citizen.
* Students write a [one pager](https://www.cultofpedagogy.com/one-pagers/) response on whether global connections are required for global identity and global citizenship, or whether a global citizen is required to have strong global connections.

#### Questions for review

1. Describe the difference between culture and identity.
2. Differentiate between Australian personal culture and Australian personal identity.
3. How have different forms of media shaped Australian identity?
4. How are people and places connected? Why are they connected?
5. How has a person’s national identity been influenced by their global connections?
6. Explain the consequences of a globally connected world for people and places.
7. Is Australian identity and personal identity dynamic? If so how and why? When answering the previous questions consider global connectedness, mobility and media implications.
8. What does it mean to be a ‘global citizen’ and having a ‘global identity’? How do people identify as global citizens?
9. What role do global citizens play in Australia and the world?

#### Questions for discussion

1. Discuss the disadvantages of being globally connected through social media? What is the impact on Australian and personal identity?
2. Are passports and borders necessary?

#### Teachers’ note

UNESCO states that “[Culture] is that complex whole which includes knowledge, beliefs, arts, morals, laws, customs and any other capabilities and habits acquired by [a human] as a member of society”. Refer to the [UNESCO glossary of terms](http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/cultural-diversity/) about culture and diversity. Culture is a defining feature of a person’s identity, contributing to how they see themselves and the groups with which they identify. Moreover, a person’s understanding of their own and other’s identities develops from birth and is shaped by the values and attitudes prevalent at home and in the surrounding community. Refer to [cultural exchange in NSW](http://www.racismnoway.com.au/cultural-exchange-nsw/about-culture/) for further definitions of culture and identity.

National identity is formed through a conglomeration of personal identities which is why the Australian identity is so hard to define as there is such diversity and it is diverse and dynamic.

Follow the links for further information about [gallery walk](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-for-the-future/future-focused-learning-and-teaching/Future-focused-resources/gallery-walks2), [jigsaw configuration](https://www.jigsaw.org/) and the [one pager](https://www.cultofpedagogy.com/one-pagers/).

## Learning sequence 4 – resilient democracy and the global context

This sequence of lessons examines the values and practices that ensure a cohesive and resilient democratic society is sustained. This sequence of lessons will also compare the main political systems of the world, the role of the United Nations and Australians part in the system, and how other international organisations play a role in Australia’s policies.

### National Assessment Program Civics and Citizenship ­– Assessment Framework ­– content and skills

* The challenges to and ways of sustaining a resilient democracy and cohesive society (ACHCK094)
* Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS084 and ACHCS097)
* Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS088 and ACHCS101)

### Inquiry questions

* What is resilient democracy? How is civility and cohesiveness maintained in Australian society?
* How important is it for Australia to maintain a resilient democratic form of government?
* How is Australia’s democracy defined and influenced by the global context?

### 4. What is resilient democracy in a global context?

* Revisit the definition of democracy, the Westminster political system that Australia operates under, and the Australian constitution. Students define resilient democracy and provide examples. Students use the [Parliament Education Office (PEO)](https://www.peo.gov.au/multimedia/videos.html) website for succinct film clip clips and visually illustrate these terms and describe the illustrations to the class.
* Using the [What makes you say that](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/WhatMakes/WhatMakes_Routine.html) visible thinking technique, students discuss the core values that inform Australia’s democratic system. Further information is available at [Life in Australia - Values and Principles](https://immi.homeaffairs.gov.au/support-subsite/files/life-in-australia/lia_english_full.pdf) from the Department of Home Affairs. Australian values may include:
	+ respect for equal worth, and the dignity and freedom of the individual
	+ freedom of speech
	+ freedom of religion and secular government
	+ freedom of association
	+ support for parliamentary democracy and the rule of law
	+ equality under the law
	+ equality of men and women
	+ equality of opportunity
	+ peacefulness
	+ a spirit of fairness, equal rights and opportunities (egalitarianism) that embraces tolerance, mutual respect and compassion for those in need.
* In your discussion from the list above, ask students:
	+ What are examples of how these values help to ensure cohesiveness and civility, whilst still encouraging difference and diversity?
	+ What are the most important values? Why are they important?
	+ What other values should have been included in the list above, from governments in Australia? Why?
* Students create and complete a table that includes four columns – 1. Different types of government, other than Australia’s form of government, 2. Description of that type of government, 3. Examples of countries with this sort of government, 4. Key differences compared to Australia’s form of democracy.
* Students research and provide examples of three major events of civil unrest from other places in the world, and compare that country’s constitution with Australia’s. Make a value judgement as to whether that country’s form of government, and people’s wishes, have contributed to the events and the event outcomes. Three potential examples are:
	+ Brexit
	+ recent USA election
	+ North and South Sudan division.
* Students create a [comparative infographic](https://venngage.com/Comparison-Infographic/) of the close association of democracy and societal cohesiveness, including information about the role of the United Nations. Based on their infographics, students discuss the basis of democracy, the values of that system including human rights, freedom of speech and the balance between an individual’s rights and group or societal responsibility.

#### Questions for review

1. Describe resilient democracy and how civility and cohesiveness is maintained in Australian society.
2. How important is it for Australia to maintain a resilient democratic form of government?
3. Explain the challenges to sustaining a democracy.
4. Are cohesive societies and democracy synonymous?
5. How is Australia’s democracy defined and influenced by the global context?
6. How does the Australian constitution provide the framework for our society and influence our lives?

#### Questions for discussion

Read ‘Feathers and Fools’ by Mem Fox and illustrated by Nicholas Wilton (published by Harcourt Brace, 2000). Synopsis – a modern fable about a pride of peacocks and flock of swans that allow their irrational fear of each other to destroy them. The animals’ fear of their differences grows and a misperception has devastating consequences (Premier’s Reading Challenge 2018, p. 5-6).

Ask students to recognise the challenges and benefits of living and working in a culturally diverse society and the role that cultural mediation plays in learning to live together. Students complete the following activities:

1. Identify the stereotypes and misconceptions stated by both the peacocks and the swans. How did they come to these conclusions.
2. Construct a flow chart to represent the consequences of the statement made about the swans’ strength.
3. Discuss what may have happened if the peacocks and swans had gathered factual knowledge and did not make assumptions about others or withhold judgement. Role play an alternative conversation and response that includes alternatives and different strategies of gathering facts, not withholding judgement or jumping to conclusions without showing mutual respect.
4. In small groups, discuss the following questions – How does this connect to students’ real life experiences? How does it connect to situations relating to intercultural understanding in Australia?
5. Define and discuss the similarities and differences between the concepts of social cohesion, diversity and individualism. What is the role of democracy in achieving social cohesion, diversity and individualism?

#### Teachers’ note

Resilient democracies are capable of managing conflict in peaceful ways and providing forums such as public town halls, parliamentary sessions and public debates to negotiate solutions to political and social issues (definition from the [National Democratic Institute](https://www.ndi.org/what-we-do/peace-security-and-democratic-resilience)).

Follow the links for further information about the [PEO](https://www.peo.gov.au/multimedia/videos.html), [comparative infographic](https://venngage.com/Comparison-Infographic/), [Life in Australia](https://immi.homeaffairs.gov.au/support-subsite/files/life-in-australia/lia_english_full.pdf), and the [What makes you say that](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/WhatMakes/WhatMakes_Routine.html) visible thinking technique and the [‘Feathers and Fools’](https://youtu.be/hzF9P6fDBOA) film clip.

## Stage 5 historical concepts

The following historical concepts have been integrated into the teaching and learning sequence.

* Continuity and change – some aspects of a society, event or development change over time and others remain the same, eg features of life during the Industrial Revolution which changed or remained the same; features of an Asian society which changed or remained the same after contact with European powers.
* Cause and effect – events, decisions and developments in the past that produce later actions, results or effects, eg reasons for the outbreak of World War I and the effects of this conflict; the reasons for and impact of the struggle for rights and freedoms of Aboriginal and Torres Strait Islander peoples.
* Perspectives – people from the past may have had different views and experiences, eg the landing at Gallipoli would be viewed differently by Australian and Turkish soldiers; nuclear testing in the Pacific would be viewed differently from an Australian and a French government point of view.
* Empathetic understanding – the ability to understand another's point of view, way of life and decisions made in a different period of time or society, eg understanding the reasons why migrant groups made the decision to come to Australia and the difficulties they faced; understanding the viewpoints and actions of environmentalists in opposing developments such as the damming of Tasmania's Gordon River.
* Significance – the importance of an event, development, group or individual and their impact on their times and/or later periods, eg the importance of the changes brought about by the Industrial Revolution; the importance of World War II on Australia's relations with other countries.
* Contestability – how historians may dispute a particular interpretation of an historical source, event or issue, eg that the Gallipoli campaign 'gave birth to our nation'; whether Australia was justified in taking part in the Vietnam War.

## Vocabulary

Investigate, locate, examine, observe, infer, summarise, record, primary source, secondary source, reliable, evidence, perspective, reproduce, recreate, historical narrative, role, occupation, contribution, significance, influence, motivation, action, colony, challenge, criticism, success, legacy, remember, commemorate