

# Active citizens, Australian governments: Australia's democracy

**Strand**

Systems, Resources and Power

## Core learning outcomes

**Systems,  
Resources  
and Power**

- SRP 4.2** Students plan and manage an enterprise that assists a community or international aid project.
- SRP 4.3** Students enact democratic processes in familiar settings using knowledge of representative government.
- SRP 4.5** Students classify values that underpin campaigns and organisations associated with human or environmental rights.

## Purpose and overview

The activities in this module assist students to develop knowledge and processes associated with democracy, struggles for democratic rights and citizenship enterprise. They are organised using investigation phases of exploring, investigating and synthesising.

Students explore the rights of the child as an introduction to democratic principles. They enact a democratic process in a familiar setting, such as a school election or class mock trial, to develop some basic understandings of democratic process. They then compare these understandings to the knowledge gained from investigations of representative government in Australia. They investigate how people have struggled for citizenship rights by classifying values that underpin campaigns, organisations and consequent laws associated with human rights. They then act on a human rights issue and apply democratic processes by initiating, planning and managing a citizenship enterprise that assists a community or international aid project.

Phases	Phase descriptions	Activities	Core learning outcome	Assessment opportunities
<p><b>1. Exploring</b> Raising young citizenship awareness</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>- consider some scenarios about children's rights and reflect on their own rights and responsibilities</li> <li>- identify human rights issues that they wish to act on</li> <li>- analyse the learning outcomes of the module to see how learning to be enterprising and democratic can assist their action.</li> </ul>	<ol style="list-style-type: none"> <li>1. Exploring children's rights</li> <li>2. Protecting children's rights</li> <li>3. What do I know? What will I know?</li> </ol>	<p>SRP 4.2 SRP 4.3</p>	<p>Students begin to develop understandings associated with SRP 4.2, SRP 4.3.</p>
<p><b>2. Investigating</b> Enacting democratic processes</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>- participate in a familiar democratic process such as a school election, using broad conceptual categories to analyse their experiences, observations and impressions</li> <li>- make links between democratic processes and the enterprise process.</li> </ul>	<ol style="list-style-type: none"> <li>4. Direct and representative democracy</li> <li>5. Freedom of choice in different democracies</li> <li>6. How do people have a say?</li> <li>7. Can I have a say?</li> <li>8. Participating in a democratic process</li> <li>9. Self-reflection during a democratic process</li> </ol>	<p>SRP 4.2 SRP 4.3</p>	<p>Students work towards demonstrating SRP 4.2 and SRP 4.3. They start a <b>self-reflection sheet</b> for democratic participation (Resource 6).</p>
<p><b>3. Investigating</b> Applying democratic experiences to Australia's representative government</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>- apply the previous conceptual categories to investigate Australia's representative government and how citizens influence decision making</li> <li>- link real-life campaigns to the enterprise process.</li> </ul>	<ol style="list-style-type: none"> <li>10. Self-reflection on learning</li> <li>11. Representative government in Australia</li> <li>12. Demonstrating SRP 4.3</li> <li>13. Influencing decision makers</li> <li>14. Protest campaign</li> <li>15. Protest symbols</li> <li>16. What do protesters value? Demonstrating SRP 4.5</li> </ol>	<p>SRP 4.3 SRP 4.5</p>	<p>Students work towards SRP 4.3 by starting a <b>self-reflection sheet</b> on concept development (Resource 7).</p> <p>Students demonstrate SRP 4.3 by:</p> <ul style="list-style-type: none"> <li>- <b>matching words</b> to definitions (Resource 8)</li> <li>- <b>producing a written description</b> of democratic process at personal and government levels.</li> </ul> <p>Students demonstrate SRP 4.5 through a <b>matching activity</b> (matching protest campaigns to UN rights). This can be repeated until satisfactory demonstration occurs.</p>
<p><b>4. Synthesising</b> Creating a citizenship enterprise</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>- use their understandings of democratic processes to define, plan and manage an enterprise that contributes to the resolution of the issue identified in Phase 1</li> <li>- conduct self- and possibly peer assessment of their development of enterprise skills and application of the enterprise process.</li> </ul>	<ol style="list-style-type: none"> <li>17. Planning and managing an enterprise</li> <li>18. Reflecting on the enterprise</li> <li>19. Demonstrating SRP 4.2</li> </ol>	<p>SRP 4.2</p>	<p>Students demonstrate SRP 4.2 by completing a <b>personal enterprise participation checklist</b> (Resource 10).</p>

## Assessment

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The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

### Resource 1

Resource 1 describes assessment tasks that provide opportunities for students to demonstrate each learning outcome. It is intended that students are made aware of the learning outcomes and assessment before engaging in learning activities. To assist students to understand what they will be expected to know and do, the learning outcomes and assessment tasks should be explained at the start of the module or at the start of each phase.

### Assessing outcomes at different levels

Activities in this module are designed primarily for students working towards demonstrations of Level 4 outcomes. Assessment opportunities may need to be modified or created to enable students to demonstrate the *know* and *do* of core learning outcomes before or after this level. Possible relevant learning outcomes are:

- Phase 1: SRP 2.4
- Phase 2: SRP 3.3, SRP 3.4, SRP 4.4
- Phase 3: SRP 3.5, TCC 4.4, SRP 5.3, SRP 5.4, SRP 5.5
- Phase 4: SRP 2.3, SRP 2.5, PS 3.2, PS 3.3, PS 4.3, SRP 5.3

## Using this module

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The activities in this module are underpinned by the values of democratic process, social justice and peace. They are designed to empower all students by helping them to develop enterprising and active citizenship knowledge, processes, skills and dispositions. It is recommended that students have demonstrated SRP 3.3, SRP 3.4 and SRP 4.4 before engaging in the activities of this module. This may have occurred if students engaged in activities associated with the following modules:

- Level 3: Beginnings of democracy
- Level 3: Local decision making
- Level 4: Origins of Australian democracy.

Studies of Society and Environment promotes both active and informed citizenship and an enterprising disposition as desired attributes of a lifelong learner. In dealing with the consequences of rapid change on environments and societies in recent decades, an attitude of optimism needs to be fostered. Students need to develop an ability to envisage preferred social and environmental futures and to feel a sense of empowerment in shaping these futures. To achieve this, teachers need to create a learning environment in which they are facilitators and students become responsible for decisions and operations through active citizenship and enterprise activities.

### Active citizenship

Once education prepared students for a given society. In today's rapidly changing world, education must 'continuously provide everyone with the powers and intellectual reference points they need for understanding the world around them and behaving responsibly and fairly' (Delors 1996). Knowledge of civic structures and processes without participation is not adequate preparation for students to shape preferred futures at local through to global levels. The activities of this module aim to develop not only civic knowledge, but also the abilities and dispositions of active citizenship.

<b>Discovering Democracy Project</b>	The activities of this module refer often to the kit developed as part of a Federal project <i>Discovering Democracy School Materials</i> . The Curriculum Corporation issued all schools with a copy of the kit in 1998. Studies of Society and Environment extends students' understanding of citizenship by requiring students to <i>actively</i> participate in a range of decision-making processes. It asserts citizenship as an attribute of all ages; students not only learn about citizenship activities, they participate in democratic processes.
<b>Enterprise education</b>	Enterprise education has emerged in response to a rapidly changing world. Enterprising students develop the ability and enthusiasm to identify, create, initiate and successfully manage personal, business, work and community opportunities to achieve outcomes of value. Typically, enterprise involves facing degrees of difficulty or uncertainty. While connected to business education, enterprise outcomes may be economic, social, environmental, emotional or intellectual. The module activities promote an understanding of the enterprise process (Resource 4) and the development of enterprise skills and dispositions (Resource 10).
<b>Self-assessment</b>	Self-reflection is used as a learning technique for students to monitor and evaluate the progress of their knowledge and participation. Self-reflection questions (discussed in Resource 7) are best done with peers. Students therefore require a trusting environment in which to think, share and celebrate. It is recommended that resource sheets be enlarged to A4 size.

## Background information

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### Terminology

Students will need to understand these terms in the context of the activities in this module:

- **decision making:** rules, laws, passage of legislation (passing a bill), Act, justice, law enforcement, courts, separation of powers
- **enterprise:** goal, outcome, strategies, decision making, planning, organising, problem solving, managing, cooperating, reviewing, initiative, flexibility, creativity, responsibility
- **influencing decision makers:** debate, protest, lobby, campaign
- **participating in elections:** campaign, candidate, ballot paper, electorate, first-past-the-post and preferential voting, political parties, referendum
- **representative structures:** democracy, republic, constitution, monarchy, governor-general, parliament, member of parliament, opposition, prime minister, premier, minister, mayor, councillor, cabinet, House of Representatives, Senate, Legislative Assembly
- **rights and responsibilities:** citizenship, consequences, tax, revenue collection, public service

### School authority policies

Be aware of and observe school authority policies that may be relevant to this module.

### Equity considerations

Activities in this module take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- appreciate the Studies of Society and Environment values of social justice, democratic process and peace and the struggles associated with achieving these for particular groups in Australian and other settings, past and present
- understand their own and others' rights and responsibilities
- learn how to access and influence democratic processes and civic institutions.

Some students with disabilities may need assistance for activities within this module. Advice should be sought from their support teachers. It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

## Links

### **Studies of Society and Environment**

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website ([www.qscq.edu.au](http://www.qscq.edu.au)) for more information.

This module has conceptual and process links to the following modules:

- Level 3 Beginnings of democracy
- Level 3 Local decision making
- Level 4 Origins of Australian democracy
- Level 5 Civics and citizenship

### **Other key learning areas**

Some *Technology* and *The Arts* learning outcomes may be demonstrated by students during this module, particularly in Phase 4.

Links to *English* include using knowledge of a range of genres and the related textual features to compose and comprehend texts for a range of purposes such as arguing, persuading and moving people. Students may critically analyse representations of people and ideas in various texts and use these to create and innovate.

The Phase 4 enterprise offers significant real-life links to the *Mathematics* key learning area. These are detailed in Activity 17.

## Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes and in the cross-curricular priority areas
- opportunities provided to gather evidence about student's demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

## Activities

### Phase 1 Raising young citizenship awareness

**Core learning outcomes emphasis: SRP 4.2, SRP 4.3**

Students work towards demonstrations of SRP 4.2 and SRP 4.3 by considering some scenarios about children's rights and reflect on their own rights and responsibilities. They identify a human rights issue that they wish to act on. They analyse the learning outcomes of the module to see how learning to be enterprising and democratic can assist their action. (Alternatively, students could choose an issue from current school or class programs.)

#### Activity 1 Exploring children's rights

**Teaching considerations**

This module could be introduced by doing either Activity 1 and 2, or both.

Locate a contemporary picture or text (for example, newspaper article, current affairs show, world aid organisation, newsletter) that highlights a situation where children are denied a particular right, such as child labour or child hunger. To understand what right is being denied, students consider these questions:

- What story is presented here?
- Does anything puzzle or concern you about this story? Why? What part?
- How would you feel if you were in this situation?
- How do you feel about this story?
- Is there a word or phrase that captures the problem presented in this story?
- Who could help or protect this child?
- What might be the difficulties associated with helping or protecting this child?

Students collaboratively create a list entitled 'All children should have these conditions'.

**Resource 2**

Present the adapted United Nations Declaration of the Rights of the Child (Resource 2) and explain its origin and purpose (see United Nations website in Resource 11).

**Support materials and references**

Allocate one right to each student or pair of students to summarise in their own words. Students then share the original text and their summarised version. Use these summaries to create an easy-to-read list of the Rights of the Child. Students compare these rights with their own life experiences.

#### Activity 2 Protecting children's rights

Students use a summary of the Rights of the Child to review information sources (such as art, children's literature, aid project materials, personal experiences, Internet search and interviews) that document instances of children's rights being upheld or denied at local and global levels. Consider:

- Do rights exist equally for all children in all places?
- How do you feel about this?
- How could we do something about this?

Explain that the issue of children's rights will be the focus of a project (enterprise) that students will create later, and will be explained in the next activity.

Students design a personal list of rights. Beside each right, list associated responsibilities — for example:

My rights	My responsibilities
<i>Privacy</i>	<i>give other people privacy; try not to be noisy</i>
<i>Safety</i>	<i>observe rules; accept consequences of my behaviour</i>

Discuss how children's rights are protected and what can be done when they are not protected. Lead discussion towards the concept of rules, such as school rules and 'government' laws, and support and enforcement agencies — for example, United Nations, police, courts.

**Resource 3** List a range of familiar rules or laws pertaining to children's or adults' rights — for example, wearing bike helmets, not using offensive language, free education. Analyse some of these by completing copies of the consequence chart (Resource 3).

### Activity 3 What do I know? What will I know?

To demonstrate where the previous activities will lead, share a list of major concepts that have been explored with students — for example, rights, responsibilities, United Nations, protection, laws, rules, law enforcement, citizens, government, democracy.

Recap students' responses to Activities 1 and 2 — for example, you felt concerned about child labour in developing countries. You didn't like the school rule about where not to play.

**Assessment** Explain that these concepts link to citizenship and democracy and, throughout this study, students will investigate their role as citizens of Australia and the world. Use Resource 1 to outline the learning activities and assessment tasks that will provide opportunities for students to demonstrate the learning outcomes of the module.

**Resource 1** Explain that the module activities will assist students to work cooperatively to defend the rights of a group (or environment) they identify. They will study how Australian citizens practise their democratic rights then plan and manage a citizenship enterprise.

**Resource 10** Explain that, while the citizenship enterprise concludes the module, students will need to spend the next few weeks considering and negotiating what their enterprise might be. They may practise some enterprise skills (possibly preview Resource 10 on an OHT) in the activities of the earlier phases (or students may wish to link an existing school aid project to the module by planning and managing the project in an enterprising way).

**Resource 4** Using Resource 4, explain the enterprise process. Facilitate a discussion to enable students to complete stages 1 and 2. Students can complete other stages once they gain ideas from the democracy activities that follow.

**Support materials and references** **Teaching considerations**  
The United Nations CyberSchoolBus: Human Rights in Action project is seeking inspiring stories of classes defending and promoting human rights in local contexts, to become part of a global atlas of student actions on the United Nations website (see website reference in Resource 11).

## Phase 2 Enacting democratic processes

**Core learning outcomes emphasis: SRP 4.2, SRP 4.3.**

Students review earlier studies of citizens' democratic rights (associated with SRP 3.4 and SRP 4.4) to work towards demonstration of SRP 4.2 and SRP 4.3. They participate in a familiar democratic process, such as a school election, using broad conceptual categories to analyse their experiences and observations. They make links between democratic processes and the enterprise process. Students start self-reflection to monitor their democratic participation.

### Activity 4 Direct and representative democracy

In groups, students brainstorm on a chart responses to the following questions and then share their responses with the whole class.

- Who makes laws?
- Who can change laws?
- What is government? Where is government?
- What is a citizen?
- What connection does a citizen have to government?
- What is a democracy?

**Support materials and references**

Review previous studies of democracy and citizenship with students to clarify the difference between direct democracy, such as in Ancient Athens, and representative democracy, such as in Australia (see Resource 11). Present information in a table such as the following:

Aspects of democracy	Ancient Athens	Australia
Type of democracy	<i>direct</i>	<i>representative</i>
Citizens	<i>male Athenians of upper class</i>	
Non-citizens		
Reasons for citizens to vote		
Who votes/voted on laws?	<i>all citizens</i>	<i>representatives</i>
Whose interests were probably considered when laws are/were made?		

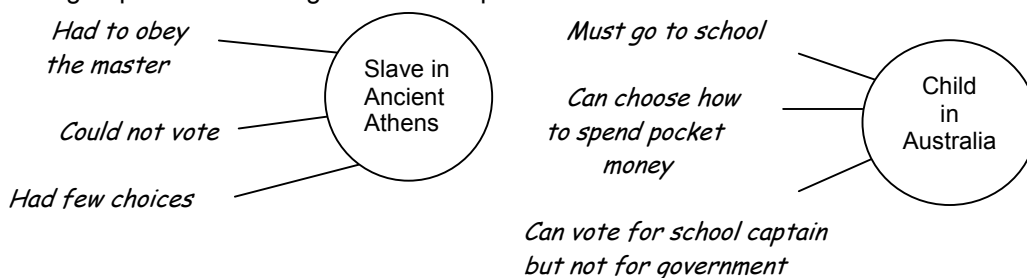
Lead students to make conclusions about direct and representative democracy.

**Activity 5 Freedom of choice in different democracies**

List and discuss the meaning of some principles of democracy such as rule of law; innocent until proven guilty; equality before the law; freedom of speech, association and movement; voting when of age. Explain that these principles involve making personal choices.

**Support materials and references**

Students use support materials to list groups of people who made up Ancient Athenian society (such as slaves, women, non-Athenians) and groups who make up Australian society (such as women, men, children, Indigenous people, elderly people, people with disabilities, immigrants, refugees). Brainstorm the possible level of choices available to some groups in both settings — for example:



Discuss the rights and responsibilities of various groups using questions such as the following:

- Do some groups have more rights than others?
- Do some groups have more responsibilities than others?
- Is this good or bad? Why?
- Is there anything we could/should do about this? If so, what?

**Support materials and references**

Explain that, while democracy is about freedom of choice, the level of choices available in democracies still differs today. Students collect examples from various media of the level of choices that various groups have in contemporary democratic settings, such as untouchables in India; black South Africans during or post-Apartheid; women in Afghanistan; children in a country at war for democracy; illegal refugees in Australia. (Case studies from SOSE Level 4 module: Origins of Australian democracy and Resource 11 may be helpful.)

Students create an annotated collage of these examples, and give the collage a title that is a conclusion about differing democracies.



### Activity 6 How do people have a say?

Explain that one of the big choices Australians make is who will be their representative in government to make decisions on their behalf. Pose the question: Once people have voted a representative into office, how do they ensure their representative knows what they want?; or: How do adults have a say in the big decisions of the nation?

#### Resource 5

Students survey how members of various groups have a say, such as voting, joining organisations, take part in protest actions, advocacy, exercising consumer power, writing letters to the editor, organising and attending public forums. Resource 5 offers an example of a survey chart.

Collate the data on a class retrieval chart (which could be similar to Resource 5). Introduce other ways of having a say if the survey does not provide a wide range.

Analyse the survey's results using focus questions such as:

- Are some of the forms of having a say similar? How?
- How can we classify them?
- Is having a say at the local/national/global level popular or unpopular?
- Why do you think this?
- What patterns could we explore further?

#### Teaching considerations

When investigating forms of active citizenship, be sensitive to the fact that not all students or their families will have experienced these or will view such actions as a form of having a say. Students may have had negative experiences of such participation.

### Activity 7 Can I have a say?

Identify a representative body that is familiar to students — for example, student council or project club with meeting procedures. Use personal experiences and interviews of a representative of the groups to uncover the following:

- Who is in this organisation?
- Who does it represent?
- How do the members obtain their positions?
- What is the role of this group?
- What are the responsibilities of the representatives?
- What are the rights of the representatives?
- How do you feel about the work of the person who represents you? Does that person listen to you, report back to you, act sensitively to all students, try to solve problems, attend meetings, and participate in the organisation's activities?
- How can you have your say?
- How could the representativeness of this organisation be improved?

### Activity 8 Participating in a democratic process

#### Support materials and references

Involve all students directly in a familiar, real-life democratic process, such as electing a school captain or student councillor, or following meeting procedures of a school project club. Alternatively, hold a mock parliament to enact class decision making (possibly about the choice of enterprise) or a mock trial to understand law enforcement. See Resource 11 for ideas.

Use wall charts to collectively list students' experiences and observations to focus on the following five conceptual areas, and refer to these on a regular basis:

- representative structures
- participating in elections
- rights and responsibilities
- decision making
- influencing decision makers.

**Support materials and references****Teaching considerations**

Over time, some information about each conceptual area should evolve. The depth of information will vary on each chart according to the democratic process being conducted. A school election, for example, would involve many processes such as candidate nominations, campaign posters, speeches, debates, ballot paper preparation, voting and accepting results. A mock parliament may not involve detailed electoral processes but will involve detailed decision-making processes. Both may involve debating. See Resource 11 for details of the video, *The Debating Process*.

**Activity 9 Self-reflection during a democratic process****Resource 6 Assessment**

Create a 'Being democratic' checklist to suit the class democratic process. Resource 6 provides a sample. Students use the checklist for self-reflection on their participation throughout the democratic process.

**Teaching considerations**

Throughout the democratic process, it is important that all students participate actively, not passively. While some will not want, for example, a role with leadership responsibilities, they will need to consider the criteria on their checklist.

**Resource 4****Extension activity**

Have students document the organisational stages of their democratic process, and establish links to the stages in the enterprise process (Resource 4).

**Phase 3 Applying democratic experiences to Australia's representative government**

*Core learning outcomes emphasis: SRP 4.3, SRP 4.5, SRP 4.2*

Students apply the previous conceptual categories to investigate Australia's representative government and how citizens influence decision making. Students continue self-reflection to monitor their conceptual learning, and have opportunities to demonstrate SRP 4.3 and SRP 4.5. They work towards demonstrations of SRP 4.2 by linking real-life citizenship campaigns to the enterprise process.

**Activity 10 Self-reflection on learning****Assessment**

To establish the focus of this phase, ask students to consider: How does your experience of [a democratic process] reflect what happens at government level in Australia?

**Resource 7**

Explain that much of the upcoming study about government is quite complex, so students will regularly use self-reflection to monitor what and how they learn. Using Resource 7 on an OHT, write sample terminology and model self-reflection questions and how to cross out understood words.

**Activity 11 Representative government in Australia**

Use the five conceptual areas defined in Activity 8 to structure learning activities about Australia's representative government. Assist students to transfer understandings from familiar to unfamiliar settings.

The following headings could be placed on charts, as in Activity 8:

- **representative structures:** democracy, monarchy, republic, Australian and Queensland constitutions, governor-general, parliament, member of parliament, prime minister, premier, minister, mayor, councillor, cabinet, upper and lower houses of parliament, opposition, comparison/contrast of terminology, people and roles at local, state and federal levels
- **participating in elections:** campaign, candidate, ballot paper, electorate, first-past-the-post and preferential voting, political parties, referendum
- **rights and responsibilities:** citizenship, consequences, tax, revenue collection, public service
- **decision making:** rules, laws, passage of legislation (passing a bill), Act, justice, law enforcement, courts, separation of powers
- **influencing decision makers:** debate, protest, lobby, campaign.

Where possible, have students plan and manage activities — for example, visit Parliament House or interview a member of parliament. Link to the stages in the enterprise process.

### Activity 12 Demonstrating SRP 4.3

**Resource 7 Assessment** As learning outcome SRP 4.3 is complex, evidence might be collected from two separate tasks: a word match activity and a written activity. As a pre-requisite to demonstrating learning outcome SRP 4.3, students should now be able to understand most words on their self-reflection sheet (Resource 7) and to seek out meanings for those not yet understood.

**Resource 8** When ready to demonstrate 'knowledge of representative government in Australia', students match words to definitions (Resource 8). Some students may need assistance with reading this resource. Students who can correctly match 18 definitions or more could be considered ready to demonstrate the whole learning outcome.

**Resource 6** To demonstrate SRP 4.3 (Students enact democratic processes in familiar settings using knowledge of representative government), students respond to the following by referring to their self-reflections on Resource 6:

- Describe how you participated in [an election].
- How is this like [an election] associated with government?
- List other ways that you have participated in democratic processes.

#### Teaching considerations

The means by which students 'describe' (for example, writing a paragraph, verbalising or drawing a diagram) must be familiar to the students, and must assess student participation in a democratic process, not their ability to describe. Refer to your own observations of student participation to confirm demonstration of the learning outcome. To gauge a deeper level of understanding, an optional task could be: 'Suggest ways that decision-making processes in your school could be more democratic'.

### Activity 13 Influencing decision makers

Activities 13, 14 and 15 each develop the notion of influencing decision makers.

Create a display of artefacts and literature that represents ways people protest to have their voice heard — for example:

- letter to the editor
- protest pictures in *Discovering Democracy*, such as picket line or petition
- newspaper headlines and photos about an issue
- Amnesty International candle
- Australian Conservation Foundation membership application form
- car bumper sticker
- protest postcard to a politician
- protest T-shirt
- political cartoon
- advertisement — for example, for an end to landmines.

Consider what information can be gained from the display items — for example:

- What do people do to ensure their representatives listen to their message?
- What sort of things do people protest about?
- How do people protest?
- Which people are being targeted by some of these strategies?
- Does this list include government? Why or why not?
- Is it acceptable to protest? Why or why not? In what situations?

**Resource 9** Assist students to interpret the adapted United Nations Declaration of Human Rights on Resource 9. Explain that these rights represent what the members of the United Nations value for all people, although many people have yet to be granted these rights.

### Activity 14 Protest campaign

#### Support materials and references

Have students consider a contemporary protest campaign which interests them and which they understand. Resource 11 offers ideas. Questions could include:

- What is the issue? Why are people protesting?
- How do you know about this issue?
- Is it a local, regional, national or global issue?
- What group(s) is/are protesting?
- Who are they trying to influence?
- Why do you think they have chosen this way of protesting?
- What are other symbols and strategies associated with this protest?
- What might some groups feel about this protest?
- Why might some people not agree with this protest?
- Would some people agree with the issue but not this way of protesting?
- What ways might they use?
- What could the protesters do if these ways of protesting are not successful?
- How do you feel about the issue?
- What strategy would you be comfortable using? Why?
- What might be the consequences for some people involved in this protest?
- Can you tell what people value from this protest? How?
- Is this value connected to people or the environment? Why do you think this?
- What are the rights and responsibilities of the protesters?
- Which United Nations human rights are being exercised in this protest?

### Activity 15 Protest symbols

#### Support materials and references

Introduce students to symbols of current and past protest movements based on a theme such as environmental sustainability or peace. See Resource 11 for ideas. Examples could include:

- poems, sayings and speeches — for example, Martin Luther King's 1963 speech which includes the famous line 'I have a dream'; the saying 'Only when the last tree dies...'
- protest songs — for example, 'Rip Rip Woodchip', 'Beds are Burning', 'Treaty', 'Blowin' in the Wind', 'Imagine'
- art — for example, cartoons, paintings
- logos and flags — for example, World Wildlife Fund panda, Amnesty International candle
- signs — for example, nuclear-free zone symbol, peace signs, olive branch
- artefacts — for example, Indigenous artwork showing connection of people to the land, poppy for Remembrance Day, Japanese paper cranes for peace
- high-profile personalities — for example, Peter Garret, Princess of Wales
- media campaigns and events — for example, Greenpeace filming whaling, Aboriginal Freedom Ride.

Questions could include:

- What was the protest message?
- What does it tell you about what some people value?
- Was this a symbol of your times or of the past? How do you know?
- If from the past, what do your parents/grandparents recall of it?
- Have governments responded to the protest message? Why or why not?
- Was the campaign successful at resolving the issue? How do you know?
- Are these symbols used for other purposes now? If so, for what, if not, why not?

**Activity 16 What do protesters value? Demonstrating SRP 4.5****Resource 9  
Assessment**

Students choose a protest symbol and link it to a particular human or environmental rights campaign. Use Resource 9 to analyse the campaign for the human rights involved. When students are ready, use a copy of Resource 9 for assessment of SRP 4.5.

**Extension activities**

1. Students list things they would like to improve in their school setting. They choose something from the list and brainstorm whom they would target to have this changed, and in what way they would try to influence change.
2. Students prepare a brief report based on an interview with an adult, which describes how that person tried to influence a government decision. Interview questions could include:
  - What was the issue?
  - Was it a local, regional, state, national or global issue?
  - Why was it important to them?
  - How did he or she try to influence government?
  - What was the outcome?

**Phase 4 Creating a citizenship enterprise****Core learning outcomes emphasis: SRP 4.2, SRP 4.5**

Students use their understanding of democratic processes to define, plan and manage an enterprise that contributes to the resolution of the issue identified in Activity 3. They conduct self-assessment and possibly peer assessment of their development of enterprise skills and application of the enterprise process to demonstrate SRP 4.2. Activities provide further opportunities to demonstrate SRP 4.5.

**Activity 17 Planning and managing an enterprise****Teaching considerations**

This enterprise may be short term involving concerted effort or it may be long term requiring a little input each week, taking the enterprise beyond the time allocated for the module. In this case, demonstrations of SRP 4.2 would be assessed at the end of the enterprise.

**Resource 3  
Support  
materials and  
references**

Using Resource 3, return to students' enterprise ideas from Activity 3. Explain the meaning of enterprise. Refer to Resource 11 to model a global citizen enterprise.

Lead students to refine their existing plans and plan the remaining stages of the enterprise. Strategies might involve fundraising, community service, an information campaign, or lobbying for change. First-past-the-post or preferential voting could be used to reach agreement.

**Resource 10**

Run through the self-reflection checklist 'Being enterprising' (Resource 10). Explain to students that the checklist will guide them as the enterprise develops.

The enterprise provides opportunities to integrate across key learning areas, such as:

- |  |   |
|--|---|
| – writing business letters                         | – keeping records   |
| – using technology to design promotional materials | – researching other enterprises   |
| – using marketing concepts                         | – researching international laws, such as post, tax requirements, quarantine. |

In particular, an enterprise offers a real-life business situation in which to investigate and apply mathematical knowledge — for example:

- making basic mathematical calculations with money and percentage
- investigating and applying everyday uses for percentage involving money
- using calculators, spreadsheets and other computer software
- recording and interpreting data in tables and graphs
- making decisions based on quantitative data.

Specifically, these could be applied by:

- enacting basic business transactions
- maintaining a business ledger
- calculating and planning for GST
- opening and maintaining bank accounts
- making predictions about money and interest over time
- investigating and comparing financial products such as term deposits.

### **Activity 18 Reflecting on the enterprise**

**Resource 10**

**Assessment**

With teacher guidance, students use Resource 10 to monitor their participation in the class enterprise as it progresses. When the enterprise concludes, assist students to evaluate the effectiveness of their input and of the outcome. Reflection questions could include:

- Did we achieve our goal? How do we know?
- What worked best?
- What would we do differently next time?
- What was my contribution to our outcome?
- What would I do differently next time?
- For what role am I best suited?
- To whom can we report our enterprise?

### **Activity 19 Demonstrating SRP 4.2**

**Resource 10**

Use students' completed self-reflection checklists (Resource 10) and teacher observations to gauge each student's contribution to the enterprise.

To conclude the module, students refer to the learning outcome SRP 4.5 and discuss:

- How is our enterprise like a campaign?
- What values underpinned our campaign?

**Support materials and references**

Promote students' work via the United Nations CyberSchoolBus: Human Rights in Action project website (see Activity 3 and Resource 11: Activities 17 to 19).

**Assessment**

**Teaching considerations**

This could be used as back-up assessment for students who have not demonstrated SRP 4.5.

**Learning outcomes and assessment** **Resource 1**

**Learning outcome SRP 4.3**

**Students enact democratic processes in familiar settings using knowledge of representative government.**

*participate in a [school election]*      *school*      *know how government works*

**Assessment**

**First activity:** When you are ready, match government words to meanings to show you are ready to begin the major assessment task (18 or more correct matches could be considered 'ready to demonstrate the learning outcome').

**Second activity:** Over some weeks, monitor your participation in [school election] using a checklist (Resource 6). Use this checklist to answer (in a written paragraph):

- Describe how you participated in [an election].
- How is this [election] like [an election] associated with government?
- List other ways that you have participated in democratic processes.

**Learning outcome SRP 4.5**

*work out what is important to people*      *projects, e.g. Waterwise, Aboriginal Freedom Ride*

**Students classify values that underpin campaigns and organisations associated with human or environmental rights.**

*fairness for people or the environment*      *e.g. United Nations, Amnesty International, Department of Families*

**Assessment**

Match a protest campaign to United Nations rights and values. We will practise this as a class activity before you do it on your own.

**Learning outcome SRP 4.2**

*organise*      *a project with your own ideas which solves a problem or captures an opportunity*      *local, e.g. school, city*

**Students plan and manage an enterprise that assists a community or international aid project.**

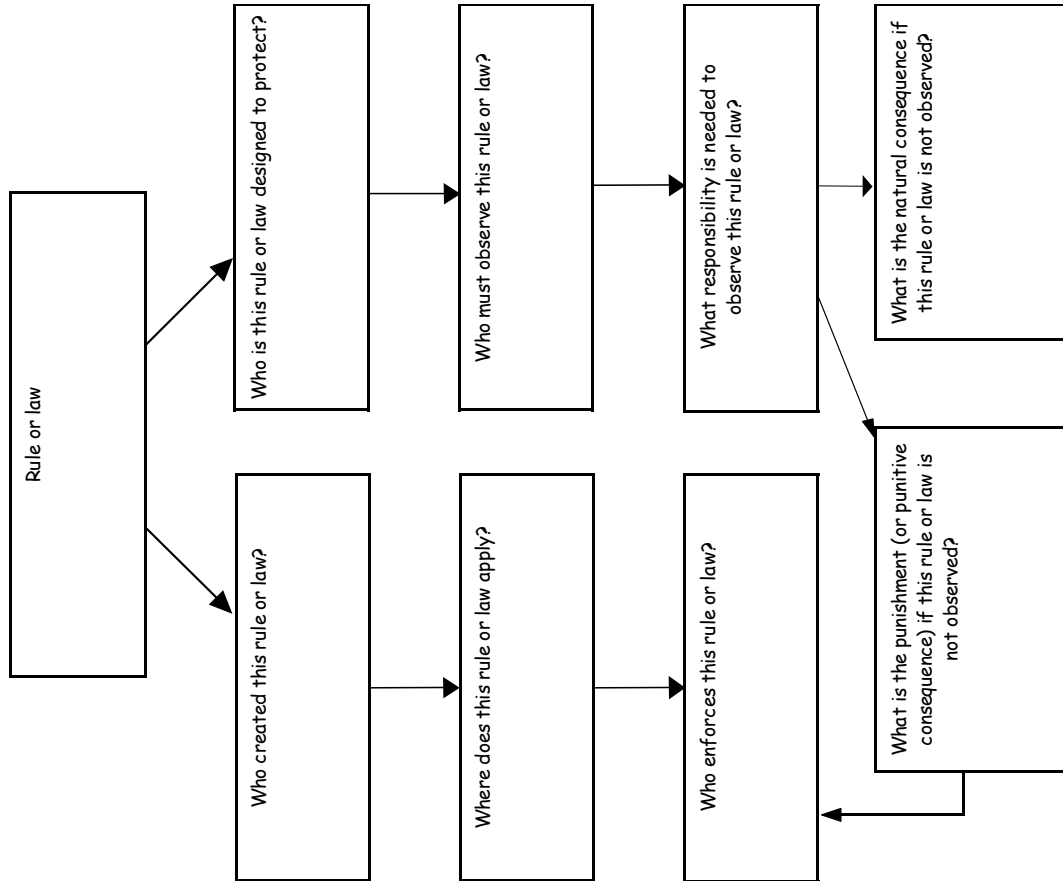
*not in Australia*      *e.g. disaster relief, World Vision*

**Assessment**

Over some weeks, monitor your participation in the class enterprise using a reflection sheet (Resource 10). This sheet will be used by the teacher to gauge your understanding of the enterprise process and how to 'be enterprising'.

**Consequence chart**

**Resource 3**



**United Nations Declaration on the Rights of the Child**

**Resource 2**



1. Every child has the right to life, and nations shall do their best for children to survive and develop.
2. Every child has the right to a name and nationality from birth.
3. Children shall not be separated from their parents, except by correct authorities for their wellbeing.
4. Nations shall help families reunite by permitting travel into, or out of, their territories.
5. Parents have the primary responsibility for a child's upbringing, but nations shall provide them with appropriate assistance and develop child-care institutions.
6. Nations shall protect children from physical or mental harm and neglect, including sexual abuse or exploitation.
7. Nations shall provide parentless children with suitable care. The adoption process shall be carefully governed.
8. Disabled children shall have the right to special treatment, education and care.
9. Children are entitled to the highest available standard of health.
10. Primary education shall be free and compulsory. Discipline in schools shall respect the child's dignity. Education should prepare the child for life in a peaceful and tolerant way.
11. Children shall have time to rest and play and equal opportunities for cultural and artistic activities.
12. Nations shall protect children from economic exploitation and from work that may interfere with their education or be harmful to their health or wellbeing.
13. States shall protect children from the illegal use of drugs and involvement in drug production or trafficking.
14. All efforts shall be made to eliminate the abduction and trafficking of children.
15. Death or life imprisonment shall not be imposed for crimes committed before the age of 18.
16. Children in detention (prison) shall be separated from adults; they must not be tortured or suffer cruel or degrading treatment.
17. No child under 15 shall take any part in war; children who are located in a war zone shall receive special protection.
18. Children of minority and indigenous populations shall freely enjoy their own culture, religion and language.
19. Children who have suffered mistreatment, neglect or exploitation shall receive appropriate treatment to recover.
20. Children who break the law shall be treated with dignity and helped to fit back into society.
21. Nations shall make these rights widely known to both adults and children.

Source: Adapted from United Nations, *United Nations High Commission for Human Rights* ([www.unhcr.ch](http://www.unhcr.ch)).



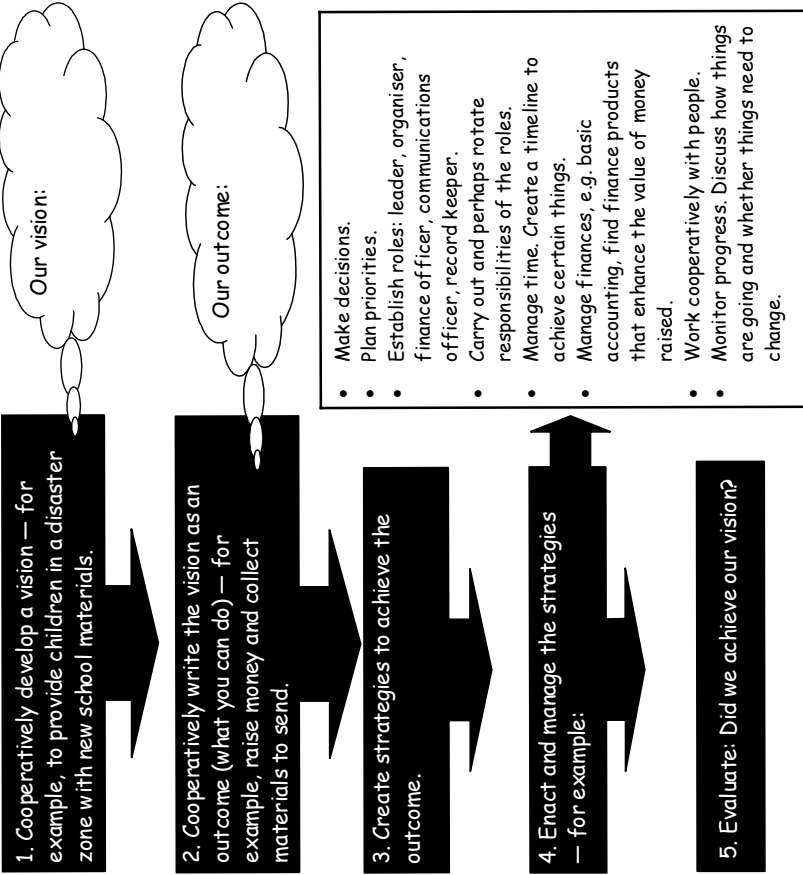
**Resource 4**

**The enterprise process**

**The meaning of enterprise**

- A project with your own ideas that solves a problem or uses an opportunity to achieve a goal.
- A project which is created and managed when an opportunity or problem arises, to achieve a goal.

**The enterprise process**



**Resource 5**

**Survey: How do people have their say?**



**Sample survey and retrieval chart**

Group	Home	School	Community	Australia	Globally
Children		elections			
Teenagers	music		wearing a protest T-shirt		email protests
Parents/ carers		P&C/P&F	boycott a product	voting	Member of National Farmers' Federation
Aboriginal people and Torres Strait Islander people				Aboriginal and Torres Strait Islander Commission elections	
Prisoners					
Migrants					Member of Amnesty International
Other:					
Other:					



**Being democratic: Self-reflection** **Resource 6**

	My experiences
<p><b>Democratic projects I have participated in at school:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> election</li> <li><input type="checkbox"/> meeting procedure</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul>	
<p><b>Being democratic means I:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> respect others' rights — for example, to their own opinion, to free speech</li> <li><input type="checkbox"/> accept responsibilities</li> <li><input type="checkbox"/> express my own opinions and ideas</li> <li><input type="checkbox"/> join in discussion and debate about issues</li> <li><input type="checkbox"/> keep informed about things on which I have to vote</li> <li><input type="checkbox"/> join in class decision making</li> <li><input type="checkbox"/> vote in elections</li> <li><input type="checkbox"/> accept majority decision</li> <li><input type="checkbox"/> cooperate</li> <li><input type="checkbox"/> find peaceful solutions — for example, when protesting for change, when debating</li> <li><input type="checkbox"/> find ways to influence decision makers</li> </ul>	
<p><b>My strengths are in:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> leading because ...</li> <li><input type="checkbox"/> organising because ...</li> <li><input type="checkbox"/> influencing because ...</li> <li><input type="checkbox"/> doing because ...</li> </ul>	

**Reflecting on learning about citizenship, government, democracy and law** **Resource 7**

**Think about your learning by discussing these reflection questions with a partner:**

- What do I know?
- What do I need to know?
- What still puzzles me?
- What has helped me learn?
- What could help me improve the way I learn?
- Is there something else I can link this to?
- Is this work hard? Easy? Why?
- How can I get help with this?
- How do I feel right now?
- How will I remember what I have learned?
- Why did I need to learn this?

Add words that you need to understand. Cross them out when you understand them.

Source: Adapted from Wilson, J. & Wing Jan, L. 1998, *Self-assessment for Students: Profomas and Guidelines*, Eleanor Curtin Publishing, Armadale, Vic., p. 9.

**Resource 8**

**Matching words to their correct meanings**

**Government**

1. representative democracy
2. citizenship
3. Federal Government
4. opposition
5. constitution
6. Parliament House
7. council
8. Legislative Assembly
9. House of Representatives

- the set of rules that govern a country or state
- the government of all of the States and Territories (the Commonwealth)
- where citizens elect representatives to govern the country
- members who are not in power who debate government decisions
- the rights and responsibilities of citizens
- where all of the elected representatives meet
- the lower house of Federal Government
- the government of a small local area

**People in government**

10. premier
11. minister
12. prime minister
13. mayor
14. MHR
15. governor-general

- leader of Federal Government
- member of parliament who is responsible for a government department, e.g. education
- member of the House of Representatives
- leader of State government
- the Queen's representative in Australia
- leader of local government

**Law making**

16. bill
17. Act
18. law enforcement
19. debate
20. separation of powers

- discussion about a bill or topic where different points of view are shared
- a law made by parliament; a bill that has been passed
- an idea for a law that is put to parliament
- where the government and courts have their own powers and cannot tell each other what to do
- where police and other government groups make sure the law is observed

**Elections**

21. election
22. referendum
23. campaign
24. electorate
25. ballot paper

- an area which is represented by a member of parliament
- when people vote for government
- when people vote about a special question
- organised activities to promote a message
- the paper on which people mark their vote

**Resource 9**

**How protest campaigns relate to the United Nations Declaration of Human Rights**



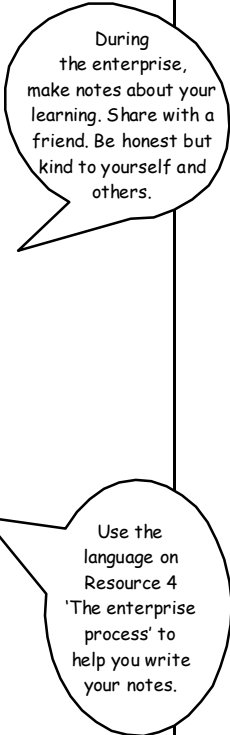
Human Rights

Protest campaign: \_\_\_\_\_

Some United Nations human rights	This campaign was fighting for these rights: ✓	This campaign used these rights: ✓	The outcome of this campaign was/is: ✓
<b>The right to ...</b>			
1. life			
2. freedom			
3. be safe from harm			
4. humane punishment			
5. be treated fairly under the law			
6. a trial if a criminal charge is brought against a person			
7. be presumed innocent until proven guilty			
8. privacy and to a good reputation			
9. travel freely			
10. seek refuge in another country			
11. a nationality			
12. marry and raise a family			
13. own property			
14. believe and think as a person chooses			
15. express an opinion aloud			
16. assemble peacefully			
17. take part in government			
18. work for a fair salary and to receive equal pay for equal work			
19. join or form a union			
20. rest and leisure			
21. adequate food, clothing and shelter			
22. adequate medical care			
23. unemployment, sickness, disability or old age benefits			
24. a free education			

1. What did the protesters in this campaign value?
2. Was this campaign about human rights or environmental rights or both?
3. Why do you think this?

Source: adapted from United Nations, United Nations High Commission for Human Rights (www.unhcr.ch).

<b>Resource 10</b>	<b>Being enterprising</b>	<b>Examples of strengths and weaknesses</b>	
		<b>Mid-enterprise</b>	<b>At end of enterprise</b>
<b>Being enterprising: Self-reflection</b>	Accept responsibility.		 <p>During the enterprise, make notes about your learning. Share with a friend. Be honest but kind to yourself and others.</p> <p>Use the language on Resource 4 'The enterprise process' to help you write your notes.</p>
	Work cooperatively.		
	Contribute to planning and organising.		
	Use initiative: Don't wait to be told.		
	Be creative: Come up with new ideas.		
	Be flexible and take risks: Try new things and have a positive attitude.		
	Make decisions.		
	Solve problems.		
	Manage time.		
	Monitor my progress.		

<b>Support materials</b>	<b>Resource 11</b>
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The following resources have been listed by phased activities and specific topics, and annotated to provide the most efficient access.

**Phase 1: Raising young citizenship awareness**

Gilligan, B. 1998, *Voices and Values: Citizenship in Asia*, Access Asia series, Curriculum Corporation, Melbourne.  
 Walker, K. 'A just punishment', in *Australian Readers: Discovering Democracy Upper Primary Collection*, p. 40 (Indigenous law and consequences).

**Phase 2: Enacting democratic processes**

*Discovering Democracy* CD-ROM: *Parliament at Work*. Click on Primary → Save the wombat.  
*Discovering Democracy: Middle Primary Units – Joining In*.  
*Discovering Democracy: Middle Primary Units – Stories of the People and Rulers*.  
*Discovering Democracy* poster: Joining in.  
*Parliament Pack* video: *Our House*.

Wilson, J. & Wing Jan, L. 1998, *Self-assessment for Students: Proformas and Guidelines*, Eleanor Curtin Publishing, Armadale, Vic.

**Activities 4 and 5**

Citizenship and democracy in Ancient Athens: *Discovering Democracy: Middle Primary Units – Stories of the People and Rulers* (background notes, pp. 8–9 and handouts, pp. 26–27).  
 Comparing direct and representative democracy: *Discovering Democracy: Middle Primary Units – Stories of the People and Rulers* (handouts, pp. 33–34).  
 'Different laws for different people', in *Australian Readers: Discovering Democracy Upper Primary Collection*, p. 4 (African American boys and injustice).  
*Discovering Democracy* CD-ROM: *Stories of Democracy*. Click on Lower secondary → Should the people rule?  
*Discovering Democracy* CD-ROM: *Stories of Democracy*. Click on Upper primary → Stories of people and rulers.  
 'Equal opportunity', in *Australian Readers: Discovering Democracy Middle Primary Collection*, pp. 18–19.

## Support materials (continued)

## Resource 11

**Activity 8**

Debating: Queensland Department of Education 1994, *The Debating Process*, Brisbane (video for upper primary students).

First-past-the-post and preferential voting, using ballot papers, electoral events:

Queensland Parliament CD-ROM: *Exploring Parliamentary Democracy*, disk 1. Click on About parliaments → State elections → Voting → Voting methods.

Game: *Discovering Democracy* CD-ROM: *Stories of Democracy*. Click on Lower secondary → The law rules.

Look out for mock trials and parliaments on the *Discovering Democracy* website and on the Parliamentary Education Office website at [www.peo.gov.au/](http://www.peo.gov.au/). Use the following search tips on the Parliamentary Education Office website:

1. Search for 'mock trial' then click on Local law: Then and now → Activity 2: The trial.
2. Click on Resources → For Primary Teachers → Role plays → Debating a bill.

Mock parliament in the classroom: *Parliament Pack* video.

**Phase 3: Applying democratic experiences to Australia's representative government****Activity 10**

All aspects of Federal Government: *Parliament Pack*.

Courts: *Discovering Democracy: Upper Primary Units* (handouts, pp. 59, 60, 71).

Debating role-play: *Debate Materials*, Parliamentary Education Office, Canberra.

*Democracy at Work*, video, Australian Broadcasting Commission, Australia, 1990.

Difference between roles of the parliament, judiciary and enforcement agencies: *Discovering Democracy: Upper Primary Units* (handout, p. 76).

Election process flowchart activity: *Discovering Democracy: Upper Primary Units* (handout, p. 37).

Glossary of terms: *Discovering Democracy* website and CD-ROM: *Stories of Democracy*.

Good introduction to structures and procedures: *Genghis*, ABC video, 1988. (Genghis tries to invade Australia but finds that political structures and procedures already run the country.)

Key terms: *Visiting Queensland Parliament*, pp. 44–48.

Law-making process: *Visiting Queensland Parliament: Legislation: The Making of a Law* (information sheet 1, p. 33).

Laws: *Discovering Democracy: Upper Primary Units* (handout, p. 76).

Layout of Queensland Parliament: *Queensland Parliament for the People* video (parts 1 and 2) and poster.

Members of parliament: *Parliament Stack* CD-ROM, Arnold, D. & Steele, J. 1992, Parliamentary Education Office, Canberra.

Parliamentary debates: refer to ABC Radio News, the Parliamentary news network, ABC TV and Sky News.

Passage of laws: *Discovering Democracy: Upper Primary Units* (handout, p. 62).

Political awareness quiz/video and notes: *Wombat Flat*, Ryebuck Media, Melbourne, 1995.

Quiz: *Discovering Democracy* CD-ROM: *Parliament at Work*. Click on Primary → All units.

Representative nature of Federal Government system: *Discovering Democracy: Upper Primary Units* (flowchart activity, p. 37).

Terminology game: *Discovering Democracy* CD-ROM: *Stories of Democracy*. Click on Lower secondary → Should the people rule?

The Commonwealth Government: *Discovering Democracy* poster: The three levels of government.

Three levels of government: *Discovering Democracy* poster: The three levels of government.

Virtual guided tour of Federal Parliament: *Discovering Democracy* CD-ROM: *Parliament at Work*. Click on primary → Explore Parliament House → House of Representatives, Senate and Cabinet Room.

Virtual guided tour of State Parliament: *Queensland Parliament* CD-ROM: *Exploring Parliamentary Democracy*. Click on tour → Visit Assembly Chamber and other locations.

**Support materials (continued)****Resource 11****Websites**

(All websites listed were accessed in July 2001.)

Australian Democrats. [www.democrats.org.au/](http://www.democrats.org.au/)

Australian Electoral Commission, *Fact Sheet – Voting*.  
[www.aec.gov.au/pubs/factfiles/factsheet22.htm](http://www.aec.gov.au/pubs/factfiles/factsheet22.htm)

Australian Labor Party. [www.alp.org.au/](http://www.alp.org.au/)

Commonwealth of Australia, *Australian Electoral Commission*. [www.aec.gov.au/](http://www.aec.gov.au/)

Commonwealth of Australia, *Parliament of Australia*. [www.aph.gov.au/](http://www.aph.gov.au/)

Commonwealth of Australia, *Prime Minister of Australia*. [www.pm.gov.au/](http://www.pm.gov.au/)

Department of Justice and the Attorney-General, *Electoral Commission of Queensland*.  
[www.ecq.qld.gov.au/ecq/aboutecq.html](http://www.ecq.qld.gov.au/ecq/aboutecq.html)

Education Queensland, *Virtual Library*. [www.education.qld.gov.au/tal/libraries/index.html](http://www.education.qld.gov.au/tal/libraries/index.html)  
Provides links to Australian web pages.

Liberal Party of Australia. [www.liberal.org.au/](http://www.liberal.org.au/)

National Party of Australia. [www.nationalparty.org/](http://www.nationalparty.org/)

Parliament of Australia, *Parliamentary Education Office*. [www.peo.gov.au/](http://www.peo.gov.au/)

Student information, virtual tour, related sites, resources, programs.

Parliament of Queensland. [www.parliament.qld.gov.au/](http://www.parliament.qld.gov.au/)

Queensland National Party. [www.npa.org.au/](http://www.npa.org.au/)

University of Melbourne, *Constitutional Centenary Foundation*. [www.centenary.org.au/](http://www.centenary.org.au/)

**Activities 13 to 16**

*Discovering Democracy* CD-ROM: *Parliament at Work*. Click on Primary → Saving the wombat.

*Discovering Democracy* CD-ROM: *Stories of Democracy*. Click on Upper primary → People power.

Song: 'From Little Things Big Things Grow' in *Australian Readers: Discovering Democracy Upper Primary Collection*, p. 38 and *Upper Primary Teacher Guide*, pp. 12–13.

Video: *Australian Biography: Charles Perkins: Aboriginal Activist*, Film Australia, 1999.

Video: *Discovering Democracy: Primary Video: People Power*.

Video: *Queensland Parliament for the People: For the People* (anti-dam campaign targeting Queensland government).

Video: *The Fair Go: Winning the '67 Referendum*, ABC Program Sales.

**Phase 4: Creating a citizenship enterprise****Activities 17 to 19****Enterprise resources**

Adapt activities from junior secondary business study books to create a simple business.

Sample enterprises on CD-ROM and video: *Making it Happen: An Introduction to Enterprise Education, Big Business at Curtin Primary School* (learning/teaching ideas and simulation game).

Sample enterprise on video: *Discovering Democracy: Joining in*, section 2 (Clean Up Australia Day).

**Citizenship enterprise resources**

Clean up Australia. [www.cleanup.com.au/](http://www.cleanup.com.au/)

Clean Up Australia, *Chairman's message (Ian Kiernan)*. [www.cleanup.com.au/organisationchair.html](http://www.cleanup.com.au/organisationchair.html)

*Discovering Democracy* CD-ROM: *Stories of Democracy*. Click on → Upper primary → People power, e.g.

American Freedom Rides, Martin Luther King, Charles Perkins, Aboriginal Freedom Ride, Moree Baths decision.

Further resources on protest campaigns: QSCC Studies of Society and Environment module:

4.4 Origins of Australian democracy. [www.qscc.qld.edu.au](http://www.qscc.qld.edu.au)

United Nations. [www.un.org/](http://www.un.org/)

United Nations, *Cyber School Bus: Human Rights in Action*. [www.un.org/Pubs/CyberSchoolBus/humanrights/](http://www.un.org/Pubs/CyberSchoolBus/humanrights/)

This site contains: The interactive declaration [of human rights]; Resources and links; About the [Human Rights in Action] project; Global atlas of students action; Stories; Frequently asked questions.

World Vision. [www.worldvision.org/](http://www.worldvision.org/)

## Support materials and references

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### References

(All websites listed were accessed in May 2001.)

Curriculum Corporation. [www.curriculum.edu.au/enterprise.htm](http://www.curriculum.edu.au/enterprise.htm)

Delors, J. 1996, *Learning: The Treasure Within: Report to UNESCO on the International Commission for Education for the Twenty-first Century*, UNESCO, p. 94.

Department of Employment, Education, Training and Youth Affairs 1997, *Making it Happen: An Introduction to Enterprise Education*, Canberra. (Kit with CD-ROM, booklet and video.)

Department of Employment, Education, Training and Youth Affairs 1998, *Discovering Democracy School Materials*, Curriculum Corporation, Melbourne.

Parliamentary Education Office 1987, *Parliament Pack: An Education Kit on the Federal Parliament for primary and junior secondary classes*, AGPS, Canberra.

### Support materials

The following resources can provide general support for module activities:

#### **Discovering Democracy School Materials**

Materials have been issued to all schools from 1998. They include a primary schools kit (blue) and a secondary schools kit (green). The materials for primary schools include the following:

- Middle Primary Units and Upper Primary Units
- *Australian Readers: Upper Primary Collection* (15 copies per school) with teachers' guide
- posters and video
- CD-ROM: *Stories of Democracy* (issued in the blue kit)
- CD-ROM: *Parliament at Work* (issued in 1999)
- Hirst, J. *Discovering Democracy: A Guide to Government and Law in Australia*.

The Discovering Democracy website includes the following pages:

- [www.curriculum.edu.au/democracy/resource/resource.htm](http://www.curriculum.edu.au/democracy/resource/resource.htm)
- [www.curriculum.edu.au/democracy/connect/connect.htm](http://www.curriculum.edu.au/democracy/connect/connect.htm)
- Discovering Democracy Collaborative Projects where students may have their say: [www.curriculum.edu.au/democracy/connect/collabor/collab.htm](http://www.curriculum.edu.au/democracy/connect/collabor/collab.htm)

#### **Queensland Parliament resources**

The Education Training and Protocol Services of Queensland's Parliament House has issued resources to all Queensland schools. These can be requested if unavailable at school.

- *Visiting Queensland Parliament: A Teacher's Resource Book for Primary Schools*
- print publications: *Parliament and Government in Queensland: Level One, Bringing the Parliament to the People, The Parliament of Queensland, Queensland Emblems*
- CD-ROM: *Queensland Parliament: Exploring Parliamentary Democracy*
- video and flowchart: *Queensland Parliament for the People*
- [www.parliament.qld.gov.au/](http://www.parliament.qld.gov.au/)

#### **Parliament Pack: An Education Kit on the Federal Parliament for Primary and Junior Secondary Classes**

The Australian Government Publishing Service in Canberra issued this kit to all schools in 1988. The primary kit includes 4 booklets, 2 books including blackline masters, 76 A4 cards, 33 role cards and a video.

## Acknowledgments

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Grateful acknowledgment is made to the following organisations and/or people for granting permission to use copyright material:

Jeni Wilson and Lesley Wing Jan for use of materials from *Self-assessment for Students: Proformas and Guidelines*, Eleanor Curtin Publishing, Armadale, Vic., 1998.

**This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:**

***Years 1 to 10 Studies of Society and Environment Syllabus***

***Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines***

***Studies of Society and Environment Initial In-service Materials***

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Email: [inquiries@qsa.qld.edu.au](mailto:inquiries@qsa.qld.edu.au)

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