

Year Level: 9 Subject: Humanities – Civics and Citizenship Unit: Active Citizenship

	<u>Learning Intentions linked to Australian Curriculum</u>	<u>Suggested learning activities</u>
Week 1	<p>What is Civics and Citizenship?</p> <ul style="list-style-type: none"> Be introduced to key terms and topics that will be studied. <p>To understand what living in a democracy means</p> <ul style="list-style-type: none"> What is a democracy? What happens when democratic values are not upheld? 	<ul style="list-style-type: none"> Civics and Citizenship pre-test: <ul style="list-style-type: none"> As a starter activity get students to complete pre test in test conditions and discuss responses as a class to point how well-informed students are about Australian politics and see if there are differing opinions. You can include marks but the test is more of an opportunity to measure the level of civics knowledge in the class and highlight topics that they will be learning about throughout the unit. Review Civics and Citizenship glossary: <ul style="list-style-type: none"> Introduce the key terms for the unit. Students can create flash cards or use quizlet to revise the terms. As a continuing task throughout the unit students can use the 'glossary template' to record key terms. Introduction to democracy: <ul style="list-style-type: none"> Living in a democracy resources that include democracy concept cards activity and Malala case study. Create a poster that shows what democracy looks like.
Week 2	<p>To understand the role of political parties in Australia</p> <ul style="list-style-type: none"> How do political parties operate in Australia? How and why are political parties elected in Australia? <p><u>(ACHCK075)</u></p>	<ul style="list-style-type: none"> Political Parties: <ul style="list-style-type: none"> Conduct research to fill out note taking template. Fact sheet handout. Research an Australian Political Party. Create your own Political Party Task. Option to organise incursion with state electoral authority e.g. VEC.
Week 3	<p>How does the voting system operate in Australia?</p> <ul style="list-style-type: none"> What is the separation of powers? Compulsory voting vs voluntary voting. How are votes influenced? How do we encourage young people to vote? <p><u>(ACHCK103)</u></p>	<ul style="list-style-type: none"> Voting Resources and Video Links: <ul style="list-style-type: none"> Review responsibilities of different levels of government. Compare compulsory voting in Australia to voluntary voting in USA. Complete group task on whether voting should be compulsory. Review campaign strategies to encourage young people to vote. Discuss why the youth vote is important.
Week 4	<p>To understand issues surrounding Indigenous Australians and equality.</p> <ul style="list-style-type: none"> Why is there inequality in Indigenous communities in Australia? Why is there an argument to change the date of Australia Day? <p><u>(ACHCS084) (ACHCS086)</u></p>	<ul style="list-style-type: none"> Australia Day: <ul style="list-style-type: none"> Watch First Contact episode 1 of series 1 or series 2. Complete First Contact activity booklet. Think, Pair, share activity on what you think Australia Day is about. Evaluate arguments for and against changing the date of Australia Day. Read articles that show arguments from both sides. Write a Newspaper Article on whether you agree or disagree that the date of Australia Day should be changed.

Week 5	To understand diversity and identity in Australia. <ul style="list-style-type: none"> What is Australian identity? Is Australia a diverse country? How does the media perpetuate stereotypes in Australia? <p>(ACHCK079) (ACHCK080)</p>	<ul style="list-style-type: none"> Diversity and identity resources: <ul style="list-style-type: none"> Draw an image of the typical Australian. True or False statements on Australian identity. Refer to Diversity and Identity PowerPoint and answer questions regarding Australian identity and stereotypes. Watch an episode of Home and Away or Neighbours and answer questions regarding diversity on Australian TV.
Week 6	To understand the importance of active citizenship. <ul style="list-style-type: none"> How do citizens participate in a democracy? How do we practice active citizenship? <p>Introduce Campaign for Change Assessment Task</p> <p>(ACHCS088) (ACHCS089)</p>	<ul style="list-style-type: none"> Look at examples of active citizenship in Australia such as the work of Australian of the Year nominees. Examine global citizenship through the Kony case study. Go over the Campaign for Change handout, student planning sheet and criteria.
Week 7	Campaign for Change assessment preparation	<ul style="list-style-type: none"> Refer to assessment
Week 8	Campaign for Change assessment presentations	<ul style="list-style-type: none"> Refer to assessment
Week 9	Campaign for Change assessment presentations	<ul style="list-style-type: none"> Refer to assessment
Week 10	Campaign for Change assessment presentations	<ul style="list-style-type: none"> Refer to assessment
<p>At the completion of the unit students will:</p> <p>By the end of the unit, students evaluate features of Australia's political system, and identify and analyse the influences on people's political choices. They explain the key principles of Australia's system of justice and analyse the role of Australia's court system. They analyse a range of factors that influence identities and attitudes to diversity. They reflect on how groups participate and contribute to civic life.</p> <p>When researching, students analyse a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance and reliability. They compare and account for different interpretations and points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and negotiate solutions to an issue. Students develop and present evidence-based arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They analyse ways they can be active and informed citizens in different contexts.</p>		

YEAR 9 CIVICS AND CITIZENSHIP – PRE-TEST

1. *“The Australian people directly choose who the Prime Minister of Australia is.”* TRUE or FALSE
2. *“In Australia you get fined if you do not vote in an election.”* TRUE or FALSE
3. *“Australia is a democracy.”* TRUE or FALSE
4. *“Australia is a republic.”* TRUE or FALSE
5. *“The Queen is in charge of Australia.”* TRUE or FALSE
6. Explain what is meant by the term ‘democracy’.

7. What are the names of the major political parties in Australia? List as many as possible.

8. Who is the Prime Minister of Australia?

9. Who is the Opposition Leader of Australia?

10. Who can vote in an election in Australia?

11. Do you think everyone is treated equally in Australia? Explain your reasons why/why not.

12. What date is Australia Day and why is it important?

13. What are Australian ‘values and beliefs’?

CIVICS AND CITIZENSHIP GLOSSARY

TERM	DEFINITION
Activist	A person who is active in movements to achieve political or social change.
Australia Day	A celebration of the Australian nation on the anniversary of the arrival of the First Fleet at Sydney Cove on 26 January 1788.
Ballot Paper	A ticket or paper which lists the names of the people (candidates) who are seeking a place in parliament, and on which the voter marks his or her choice or choices.
Campaign	A competition for votes by people who are seeking election to parliament.
Citizen	A member of a city, state or nation who enjoys its rights and protection, and of whom loyalty is expected.
Culture	All the different ways of living built up by a group of human beings, which are passed on from one generation to another.
Democracy	Government on behalf of the people by their elected representatives. Also, a form of society which favours equal rights, freedom of speech, a fair trial and tolerates the views of minorities.
Discrimination	Unfair treatment or laws against particular individuals or groups in society.
Election	The choosing of a person or a government by voting.
Electorate	The group of people who live in an area represented by a Member of Parliament and all the people who have a right to vote in an election.
Ethnicity	The feeling of belonging to a particular racial or cultural group.
Fair	Unbiased; equal treatment.
Freedom of Speech	The right to speak freely on social and political matters without fear of persecution or suppression.
Government	The ruling party of a country, which has been elected or appointed to be in charge of its administration. In Australia, the political party or coalition of parties which has won a majority of the seats in the House of Representatives forms the government.
Human Rights	The rights which people have as human beings, whether recognised by their government or not.
Law	A set of rules, especially those made by a parliament or ruler, recognised by a community as binding.
Multiculturalism	In Australia, the belief and policy that all residents should be able to live in harmony, whatever their cultural or ethnic background, based on acceptance of diversity but also on acceptance of common values such as democracy and the rule of law.
Parliament	An assembly of elected representatives which forms the legislature of a state or nation. It may have both an upper and a lower house, or one house only.
Political Party	A group of people with similar ideas or aims, some whose members nominate as candidates at elections that they will be elected to parliament.
Prejudice	Unwillingness to give equal or fair treatment to a certain group in society.
Protest	A public statement of disapproval of an action or situation; a demonstration against an individual or against the action of governments or others.
Parliament House	The building where the two Houses of Parliament meet.
Society	Individuals living as members of a community, including the members of a nation. Can also mean a group of people who come together to achieve a particular goal, such as the Prevention of Cruelty to Animals (RSPCA).
Racism	The belief that one race of people is superior or inferior to another, and that people of different races should not be treated equally.
Rights	A series of claims which are recognised as just and fair by society. They can include lethal rights, political rights, social rights and human rights.
Vote	The formal act of an elector in an election to choose the candidate the elector most wants to be the representative for that division. Australia has a secret vote, and enforces compulsory voting.

GLOSSARY TEMPLATE SAMPLE

[illegible]



Living in a Democracy

What is a Democracy Activity



- In pairs you need classify whether their concept cards are “**democratic**”, “**undemocratic**” or “**not sure**” and place cards around the appropriate sign.
- When all cards have been positioned, discuss as a class whether you agree or disagree with the placements.
- Using the cards grouped under “democratic” sign write your own short definition of democracy on a post it note. After writing the definition place your post it note on the white board and examine what other students have written.

What is Democracy? CONCEPT CARDS

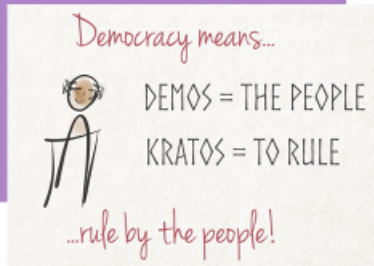
What is Democracy? CONCEPT CARDS				
DEMOCRATIC	UNDEMOCRATIC	NOT SURE		
Elections	Freedom	Being Responsible for your behaviour	Acknowledging that people have rights	Displaying tolerance
Respecting Others	Fairness	Secret Ballot	Free Speech	Allowing citizens to elect representatives
Understanding	Giving people a fair go	Including others in activities	Understanding	Excluding people because of their background or gender
Racism	Decisions made by one	Laws	Voting	Behaving in a violent way towards others
Treating people equally	Providing people with opportunities to reach their potential regardless of race, age, gender	Being allowed to express your opinions	Citizenship	Bullying

What is Democracy' CONCEPT CARDS

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Treating people equally	Providing people with opportunities to reach their potential regardless of race, age, gender	Being allowed to express your opinions	Citizenship	Bullying
Punishing people without following the law	Freedom	Having one vote, one value	Rigging of elections	Bribing people with money to get your own way
Equality	Living in fear	Dictatorship	Corruption	Intolerance
Elected government	Punishment according to the law	Being given choice	Constitution	Leadership
Being able to protest against a decision	Respecting diversity	Trustworthiness	Interference by governments in our daily lives	Justice

What is a Democracy?



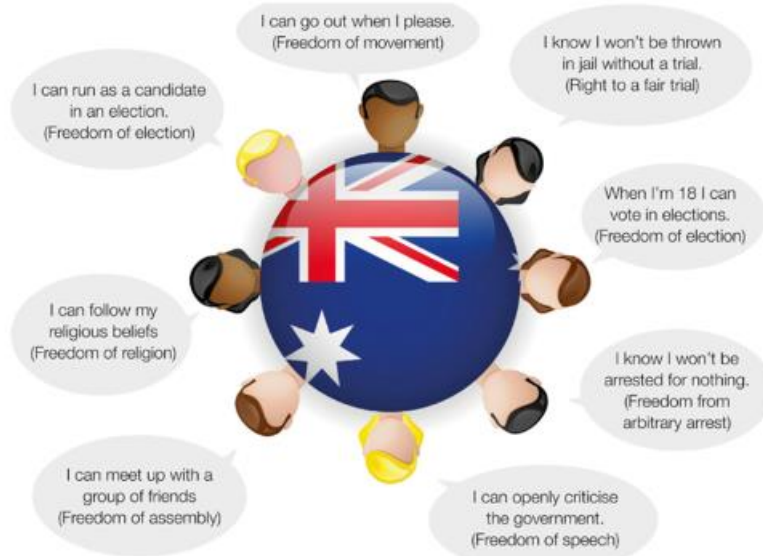
- Watch "What is a Democracy" <http://www.abc.net.au/btn/story/s4460249.htm> (4 min).
- Take a look at this fun and engaging infographic, [The Story of Our Freedom](#), to get a picture of the origins of democracy and how it has influenced our rights and freedoms today.
- The word 'democracy' has its origins in the Greek language. It combines two shorter words: 'demos' meaning whole citizen living within a particular city-state and 'kratos' meaning power or rule.
- Australians over the age of 18 have the right to vote at elections for candidates that most closely represent their views about how their country, state, territory or local area should run. This is called **representative democracy**.
- A democracy is not a 'set and forget' system. Elections are held regularly. If we are not happy with our elected members we can vote for others to hopefully do a better job at the next election.

Access to Links:

- Watch "What is a Democracy" <http://www.abc.net.au/btn/story/s4460249.htm> (4 min).
 - Take a look at this fun and engaging infographic, [The Story of Our Freedom](#), to get a picture of the origins of democracy and how it has influenced our rights and freedoms today.
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- Australia is also a **liberal democracy**. This means there are certain values that are viewed as extremely important. Freedom of speech is one such value.
 - Australians have a right to peacefully protest, whether it is by joining a protest march, signing an online petition, talking to the media about an issue or contacting a member of parliament. Other democratic values are pictured on the next slide.



Democratic Values we aim to uphold in Australia



What happens when democratic values are not upheld?

Malala Yousafzai Case Study:

- Malala Yousafzai, a Pakistani student, was only fifteen years of age when she was shot in the head by a gunman in October on her way home from school.
- The attempted assassination occurred because Malala believed that girls had the right to be educated and had spoken out about this. The ruling group called the Taliban had at times banned school education for girls living in the Swat district of Khyber Pakhtunkhwa province in Pakistan. Thankfully Malala survived her attack and remains a political activist today.
- **Watch:**
<https://www.youtube.com/watch?v=NIqOhxQ0-H8> (Overview - 2 min)
<https://www.youtube.com/watch?v=vE5gSHJkusU> (Documentary trailer - 2 min)
- **Task:**
 - Read the article, '**Malala Yousafzai spends birthday at Iraq fun park with girls forced out of school by ISIS**' and answer the following questions:
 1. Name one important value of a democracy that is mentioned in the above article.
 2. Why is holding regular elections so important?
 3. **Explain** how Malala suffered as a result of speaking out against the government of the day.
 4. **Justify** why receiving an education is an important democratic and human right.

Access to Links:

- **Watch:**
<https://www.youtube.com/watch?v=NIqOhxQ0-H8> (Overview - 2 min)
<https://www.youtube.com/watch?v=vE5gSHJkusU> (Documentary trailer - 2 min)

Malala Yousafzai spends birthday at Iraq fun park with girls forced out of school by ISIS

Published: July 13 2017 - 1:16PM

Happy birthday, Malala! #GirlPowerTrip is back! Malala is in Iraq meeting girls forced out of school by violence in Mosul and other towns. Now free, they celebrated Malala's birthday with bumper cars and cotton candy.

Malala Yousafzai may have left school, but that doesn't mean her campaign for education has ended.

The education activist spent her birthday this week at an amusement park in Iraq with girls who had been forced to leave school during ISIS' control of Mosul as part of her global "girl power" trip. Yousafzai's visit came just days after the Iraq army largely regained control in the city.

The plight of the girls that Yousafzai spent the day eating fairy floss and going on rides with is one close to her heart.

As Yousafzai wrote on her blog, "I chose to spend my birthday this year in Iraq to meet girls like 13-year-old Nayir. When extremists occupied Mosul, Nayir could not go to school for three years. Her family fled the city in April, when her father was captured by ISIS. They haven't heard from him since."

"But Nayir knows that education is her best chance for a better future. After all she has suffered, she described the feeling of returning to school: 'it was as if all my hopes came back.' I know how Nayir feels."

Yousafzai was famously shot by the Taliban in the Swat Valley in Pakistan when she was a teenager for defiantly campaigning for girls right to education. She has since started the Malala Fund, which supports girls education around the world, and in 2014 became the youngest person to receive the Nobel Peace Prize.

For Yousafzai, the girls who got a brief taste of fun at the amusement park, remind her of why she fights for what she believes in.

"While I'm in Iraq, I will meet many girls who share my story. These girls—Iraqi, Kurdish, Christian, Yazidi, Syrian—have all suffered violence and fear in their young lives."

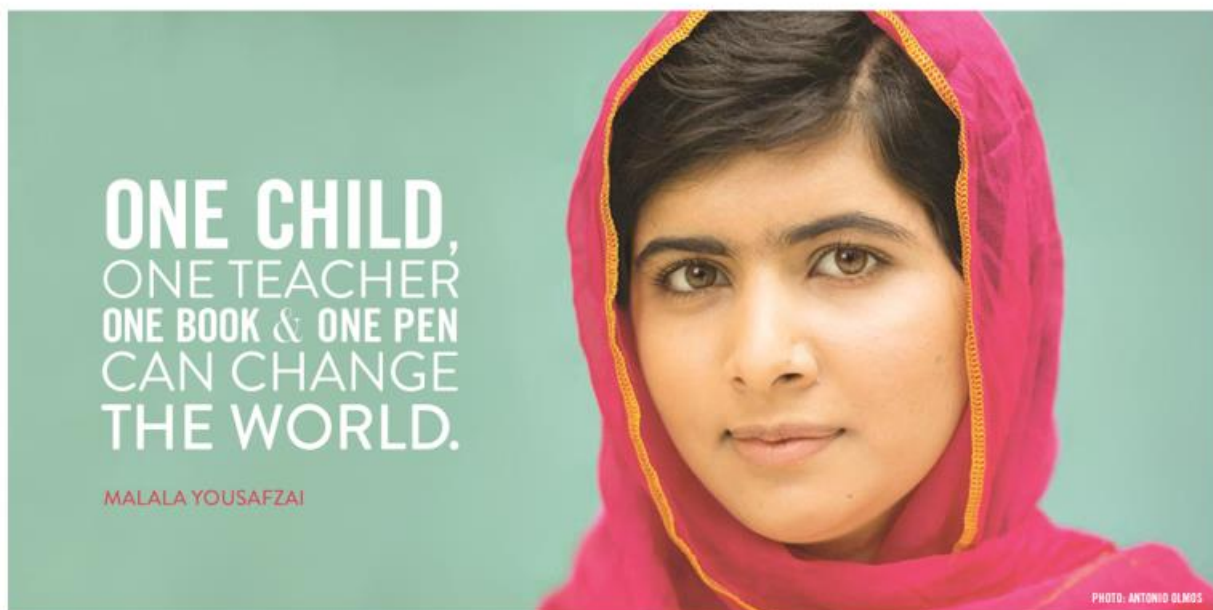
"We should not ask children forced to flee their homes to also give up their education and their dreams. We cannot allow girls like Nayir to fight alone."



This story was found at: <http://www.smh.com.au/lifestyle/news-and-views/malala-yousafzai-spends-birthday-at-iraq-fun-park-with-girls-forced-out-of-school-by-isis-20170713-gxadyj.html>

QUESTIONS

1. Name one important value of a democracy that is mentioned in the above article.
2. Why is holding regular elections so important?
3. Explain how Malala suffered as a result of speaking out against the government of the day.
4. Justify why receiving an education is an important democratic and human right.



- Using the information you have learnt so far, you need to create a collage of images that represent a 'Democracy'.
- Ensure you include the title 'Democracy' and a definition.
- This can be completed electronically or using poster paper.
- This can be completed on Word, PowerPoint and Publisher or Canva.



AUSTRALIA'S POLITICAL PARTIES



WHAT ARE POLITICAL PARTIES?

- The Australian Parliament is made up of members from a number of different political parties, along with independent candidates (who do not belong to a political party).
- Political parties are made up of groups of people who share similar ideas about how their country should be run. In Australia, two political parties dominate the Labor Party (often referred to as the ALP) and the Liberal Party.
- There are many other smaller political parties such as the Nationals and the Greens.
- The primary purpose of the two major political parties is to win the election. Each political party puts forward their own candidates at election time. If a majority of candidates win their lower house seats they are said to be 'in power' and able to form government.
- The Liberal Party and the Nationals often join forces in a coalition (partnership) in order to form government together. It is the government of the day that has the power to make important decisions.

POLITICAL PARTIES

HOW TO FORM A POLITICAL PARTY

REGISTER WITH
THE AUSTRALIAN
ELECTORAL
COMMISSION

www.aec.gov.au



HAVE AT LEAST
500 MEMBERS



WRITE A PARTY
CONSTITUTION



A political party is an organisation that represents a particular group of people or set of ideas. It aims to have members elected to Parliament so their ideas can affect the way Australia is governed.

Political parties have branches located around Australia. Party members in each branch suggest ideas for party policies. They help choose, or pre-select, party candidates for local, state and federal elections. They also assist with election campaigns, distribute 'how to vote' cards on Election Day, and help scrutinise the counting of votes. Before a political party can enter a candidate in an election, it must officially register with the Australian Electoral Commission. It also has to meet certain regulations under the Electoral Act, such as having a written constitution and at least 500 members who are eligible to be on the electoral roll.

The two biggest parties in Australia are the Liberal Party of Australia and the Australian Labor Party. Smaller parties, also called minor parties, include the Nationals, the Australian Greens, the Country Liberal Party, Katter's Australian Party, the Nick Xenophon Team, Pauline Hanson's One Nation, Derryn Hinch's Justice Party, the Jacquie Lambie Network, the Liberal Democratic Party and Family First.

Parliamentary parties

A political party becomes a parliamentary party when it has party members elected to a parliament at the federal, state or territory level.

Parliamentary parties are powerful because their members work as a team and generally vote the same way on issues before the parliament.

Coalitions

A coalition is formed when two or more political parties join together. In a parliament, parties may form a coalition to create a bigger group and gain more power.

In the federal Parliament, parties that form a coalition sit next to each other in the House of Representatives and Senate. They generally vote the same way, although they may have different ideas on particular bills (proposed laws). Each party in a coalition usually holds separate party meetings.

A coalition that forms federal government may choose several ways of working together. For example:

- the Prime Minister is usually drawn from the larger party
- the Deputy Prime Minister is usually drawn from the smaller party
- ministries may be shared between the two parties according to the ratio of seats held by the two parties.

The Liberal Party of Australia and the Nationals have formed the longest-running coalition in the federal Parliament. These two parties are currently running a coalition government and have also done so in the three periods 1949 to 1972, 1975 to 1983, and 1996 to 2007.

Minor parties

Minor parties only have a small number of members elected to Parliament. They may form part of the government or the opposition through a coalition or agreement with another party. If this is not the case, they sit with the Independents on the seats that curve around at the end of each chamber. These seats are called non-government seats in the House of Representatives and cross-benches in the Senate.

Sometimes minor parties can hold the balance of power. This means that their vote may decide the outcome of an issue if the government and opposition disagree.

Party meetings

During sitting weeks, each parliamentary party has a party meeting which is held in their party room.

The main purpose of party meetings is to decide how the party will work as a team in the Parliament. In party meetings, members of parliament may:

- elect office-holders such as the party leader, ministers and the whips (team managers)
- debate and make decisions about party policy
- discuss tactics and organise party members to speak on particular bills
- resolve potential conflict and differences of opinion to ensure party unity.

Party meetings are only for party members and are confidential.

When not in Parliament, political parties also hold branch meetings. These meetings are generally open to all members of the party, as well as members of the public who are interested in becoming involved.

History

In the first decade after federation, the major parties in the federal Parliament were the Free Trade Party, the Protectionist Party and the Australian Labor Party. The Australian Labor Party is the oldest Australian political party and was formed by the trade union movement in the 1890s.

LINKS

APH website

Members

www.aph.gov.au/Senators_and_Members/Members

Senators

www.aph.gov.au/Senators_and_Members/Senators

Other websites

Australian Electoral Commission: *Current Register of Political Parties*

www.tinyurl.com/AECpolitical-parties



Parliamentary party logos from top: Liberal Party of Australia, Country Liberal Party, The Nationals, Australian Labor Party, Liberal Democratic Party, Pauline Hanson's One Nation, the Jacquie Lambie Network, the Nick Xenophon Team, The Australian Greens, Family First, Derryn Hinch's Justice Party, Katter's Australian Party.

casestudy

Why don't Australians want to party?

Membership of sporting clubs such as the AFL far surpasses membership to political parties in Australia, but this wasn't always the case. In the 1950s membership of both major parties was around 350 000. It seems that in our busy lives there's little time for politics. Many people feel that they have 'a say' at the polling booth so why bother joining a party?

Both the major political parties are now heeding the call to recruit new members and are making changes to encourage more people to join a political party. Senator Sam Dastyari believes political parties must change some of their ways. He says there is too much emphasis on having regular face-to-face meetings, when there are other ways to communicate in the 21st century.

There are almost 60 different political parties registered on the Australian Electoral Commission's website. Some parties have broad-ranging ideals, while others have more specific causes to fight for.



Source 2 Many political parties must review their membership policies if they want to increase party membership. The membership data above was accurate as at November 2015.

- Explain why you think membership of political parties isn't as strong as it used to be.

Name the leader and what political party they belong to.



a.

c.



b.



d.



AUSTRALIAN POLITICAL PARTIES

AUSTRALIAN LABOR PARTY

Who is the leader?

What do they believe?

THE LIBERAL PARTY OF AUSTRALIA

Who is the leader?

What do they believe?

NATIONAL PARTY OF AUSTRALIA

Who is the leader?

What do they believe?

AUSTRALIAN GREENS

Who is the leader?

What do they believe?

SMALLER PARTIES

Name one smaller political party and its leader:

INDEPENDENTS

Name one Independent in Australian Parliament:

Why is it difficult for independent members to be elected?

POLITICAL PARTY RESEARCH TASK

- **Research one political party (Labor Party, Liberal Party, Australian Greens, National Party or One Nation) in Australia and answer the following questions:**
 - What is your selected party's vision for the future of Australia?
 - **Identify** and **explain** three key policies that your selected party believes will help achieve this vision.
- Use the following links to assist your research:
 - Australian Labor Party <http://www.alp.org.au/>
 - Liberal Party of Australia <https://www.liberal.org.au/>
 - National Party <http://nationals.org.au/>
 - Australian Greens <https://greens.org.au/>
 - Pauline Hanson One Nation <http://www.onenation.com.au/>

CREATE YOUR OWN POLITICAL PARTY TASK

That's right... we're having some class parties!! Your task is to create a political party that stands for a specific political issue that relates to youth. You will then create your own vision and put forward policies that your political party will introduce.

Task 1:

- Form your group (must be between 4 – 5 members).
- Decide what political issue **that relates to young people** you are going to stand for. **For example:** lowering the voting age, raising the drinking age, banning school uniform, making school compulsory until Year 12, lowering the driving age, starting school at 10am and changing bell times, free laptops for all students, compulsory meditation at school. You choose!
- Create a party name that reflects your issue and create a logo.
- Assign a Party Leader and a Deputy Party Leader to represent your political party.

Task 2:

- Create a poster or a flyer/brochure that outlines:
 - The vision of your political party (what you believe in).
 - At least one policy (proposed changes) that your political party will introduce.
 - Make sure your poster also includes your political party logo, who your leader is and a slogan.

Task 3:

- Create a **one-minute** speech that will encourage your peers to vote for you. It should be persuasive and informative. Make sure you explain what policies you will introduce and why people should vote for you.
- **Optional:** Create a 30 second TV advertisement that creatively promotes your political party.

Task 4:

- Present your political party to your class (your poster/flyer and speech).
- From this, two political parties from each class will be chosen to stand in a mock election and you will all vote to decide which political party will become the government in Year 9.





VOTING

'ONE VOTE, ONE VALUE'

OVERVIEW OF AUSTRALIA'S POLITICAL SYSTEM

- Australia has what is sometimes called a parliamentary democracy. This is because those who are elected to represent us meet at a place called **parliament**.
- The political system we have today is set out in a document called the Australian Constitution, which commenced on the first of January 1901.
- Australia has three levels of government that work together to provide Australians with the services they need. The three levels are:

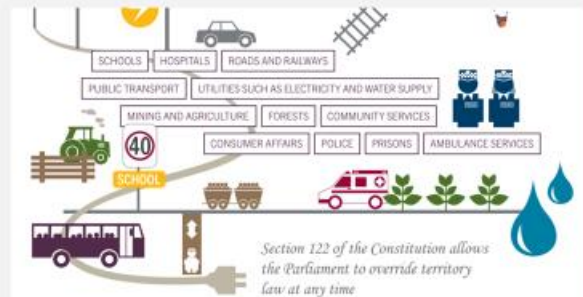
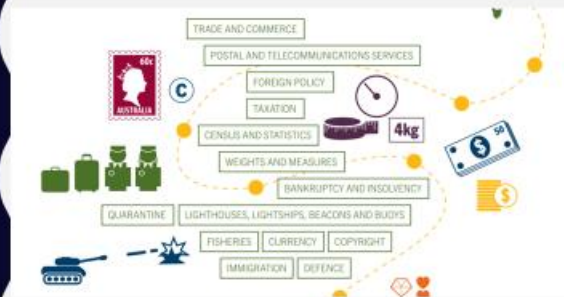
FEDERAL PARLIAMENT: Make laws that concern the whole country such as defence, immigration and trade for the whole nation. This is situated in Canberra.

SIX STATE AND TWO TERRITORY PARLIAMENTS: Makes laws on matters of state importance such as education, transport and health. We live in the state of Victoria for example.

OVER 560 LOCAL COUNCILS: They are not called parliaments, but they do make laws on local matters such as rubbish collection, town planning and pet control. The City of Casey is an example of a local council.

- **Watch** – Levels of Government (4 min): <http://www.abc.net.au/btn/story/s4469199.htm>

- **Watch** – Levels of Government (4 min): <http://www.abc.net.au/btn/story/s4469199.htm>



Remember each level of government is democratically elected so you will vote in elections for all three levels of government!

Issue	Level of Government		
	Local	State	Federal
<i>A railway line needs to be fixed</i>			
<i>I want to make a Medicare claim</i>			
<i>I lost my passport</i>			
<i>My rubbish bin wasn't collected</i>			
<i>I want to submit plans to build an extension on my home</i>			
<i>The footpath in front of my house is unsafe and needs to be repaired</i>			
<i>I want improvements made to public transport in my area</i>			
<i>I have family from overseas who want to live in Australia</i>			
<i>A mine is being planned near the town where I live and I'd like to know more about it</i>			

TASK

- As a class look at the following issues and tick which level of government is responsible.

- In pairs, think of three of your own examples. One for each level of government.

THE VOTING SYSTEM

- Watch History of Voting (4.30min) - <http://www.abc.net.au/btn/story/s4464749.htm>
- We elect representatives to state and federal parliaments, as well as to local councils, to make laws and to take other decisions on our behalf. It is important that the voting system is as fair as possible because this ensures that the composition of parliament is a true representation of the voters' wishes.
- The Australian electoral system is based on a number of key principles. These are:
 - universal suffrage
 - secret ballot
 - compulsory voting
 - fixed or maximum terms for parliament
 - one vote, one value
 - preferential voting and proportional representation.

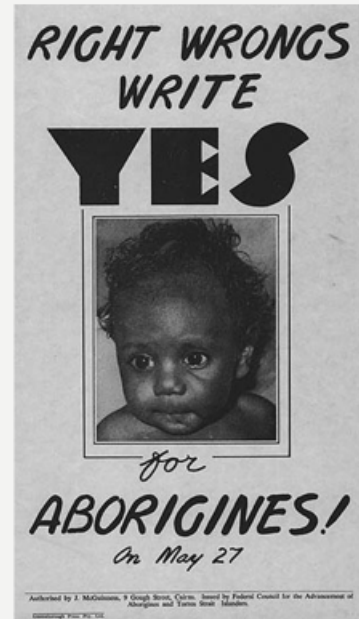
Figure 1 Our democratic system is based on the principle that all Australian citizens over 18 vote to elect members of parliament.



- Watch History of Voting (4.30min) - <http://www.abc.net.au/btn/story/s4464749.htm>

UNIVERSAL SUFFRAGE AND SECRET BALLOT

- Voting in all parliamentary elections in Australia is through universal adult **suffrage** (refers to the right to vote) or **franchise** (refers to the right to vote). This means that all Australian citizens over the age of 18 have a right to vote.
- There are some exceptions to this. For example, anyone serving a prison term of three years or longer cannot vote while they are in prison, but can resume the right to vote once they are released. We have not always had universal adult franchise in Australia.
- In the 1850s, colonial parliaments granted the franchise to adult males over the age of 21. In 1902, the right to vote in elections for the Commonwealth Parliament was extended to women over 21. Aboriginal and Torres Strait Islander people were excluded from voting until 1962.
- The right to vote was lowered from the age of 21 to 18 in 1973.
- **TASK:** Add 'suffrage' and 'franchise' to your Civics and Citizenship glossary. Try and use them in a sentence!



UNIVERSAL SUFFRAGE AND SECRET BALLOT

- Australia was one of the first places in the world to introduce a **secret ballot** for voting.
- A secret ballot allows every voter to keep their vote private, so that no-one can force them to vote for a particular candidate.
- Before the introduction of the secret ballot, voters had to announce who they were voting for to an official. This vote was then recorded beside their name, so everyone could see who everyone else voted for. This system often led to the intimidation and bribery of voters.
- Most of the Australian colonial parliaments introduced the secret ballot in the 1850s. Under this system, voters fill out their voting papers in private, fold them so no-one can see, and place them in a ballot box.
- Once in the box, there is no way of identifying one voting paper from another.
- What would happen if we didn't have the secret ballot? **Watch what the Simpsons think** (1.31min): <https://www.youtube.com/watch?v=80kUed21j9s>
- **TASK:**
 - Explain one reason why we vote by secret ballot in Australia.

- What would happen if we didn't have the secret ballot? **Watch what the Simpsons think** (1.31min): <https://www.youtube.com/watch?v=80kUed21j9s>

FIXED TERMS FOR PARLIAMENT

- The Australian Constitution requires that elections for the House of Representatives be held at least **every three years**.
- They can be held before three years have elapsed — usually because the prime minister at the time chooses to hold an early election.
- All of the states and territories are required to hold elections every four years except Queensland, which has elections every three years. Each state has its own rules for holding these elections.
- For example, in Victoria the state parliament has a fixed term, with an election held on the last Saturday in November every four years. In some other states, an early election is possible if a state government chooses it so.
- **What might happen if Australia did not have fixed terms for Parliament?**

ONE VOTE, ONE VALUE

- Each person has only one vote for each house of parliament, so all voters are equal.
- However, the numbers of representatives and senators elected to parliament differs because of provisions written into the Australian Constitution at federation.
- **House of Representatives (lower house):** As far as possible, all federal electorates for the House of Representatives have a similar number of voters. This is to ensure that all votes have as close as possible to equal value throughout Australia.
- **Senate (upper house):** One of the original functions of the Senate was to protect the interests of the six states. For this reason, the Senate has an equal number of members from each state. Currently this stands at twelve per state, with two from each of the two territories

HOW DO WE VOTE?

Voting in a federal election – the House of Representatives:

- A preferential system of voting is used for members of the House of Representatives, and state houses of parliament with single member electorates. This means that voters are usually required to vote for the candidates in order of preference.
- The voter places the number 1 in the square next to their preferred candidate, the number 2 next to their second preference, and so on down the ballot paper. In House of Representatives elections, voters are expected to place a number in every square.
- We will learn how this process works in more depth in Week 5 of Term 1 and you will have a go at voting!

BALLOT PAPER
HOUSE OF REPRESENTATIVES
STATE
ELECTORAL DIVISION OF
DIVISION NAME

Number the boxes from 1 to 8 in the order of your choice.

2	SURNAME, Given names <small>INDEPENDENT</small>
3	SURNAME, Given names <small>PARTY</small>
7	SURNAME, Given names <small>PARTY</small>
4	SURNAME, Given names <small>PARTY</small>
1	SURNAME, Given names <small>PARTY</small>
5	SURNAME, Given names <small>PARTY</small>
6	SURNAME, Given names <small>PARTY</small>
8	SURNAME, Given names <small>PARTY</small>

Remember...number every box to make your vote count.

AEC

SAMPLE

COMPULSORY VOTING

Compulsory means required by law or a rule. Add me to your glossary!

- Watch "Youth Vote" clip (3.53min): <http://www.abc.net.au/btn/story/s3809181.htm>
- Compulsory voting is not required by the Australian Constitution, and was only introduced in Australia in 1924. Now, voting for federal, state and territory parliaments is compulsory for all eligible citizens over the age of 18.
- Failure to vote can result in a fine if the voter does not have a reasonable excuse, such as serious illness on the day of the election.
- Consider the figures from the 2016 federal election:

15 676 659

Australians are enrolled to vote for the 2016 federal election.

This compares to 14 712 799 in 2013.

95%

Participation rate

This compares to 92 per cent in 2013.

86.7%

Participation rate for 18-24 year olds

816 000

Estimated eligible Australians aren't enrolled

This compares to an estimated 1.22 million in 2013.

254 432

Estimated 18-24 year olds aren't enrolled

This compares to an estimated 400 000 in 2013

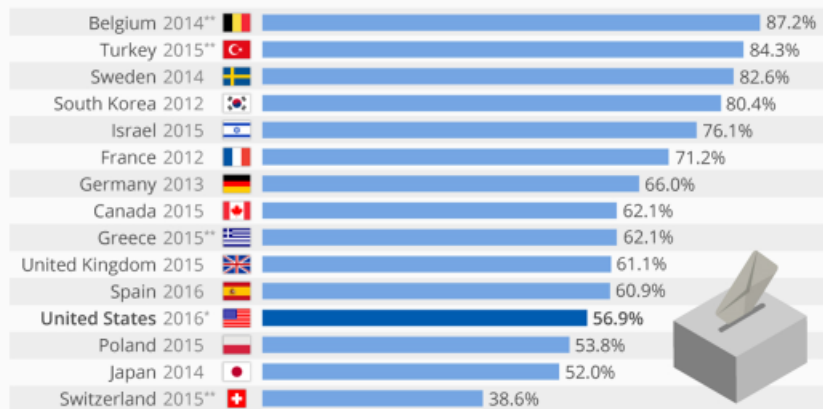
- Watch "Youth Vote" clip (3.53min): <http://www.abc.net.au/btn/story/s3809181.htm>

COMPULSORY VOTING

- Compare Australia's voter turnout (always above 90%) with other countries.
- What do these figures suggest about the link between compulsory voting and voter participation?

U.S. Voter Turnout In Perspective

Share of voting age population that voted in most recent national election



* Based on votes counted as of 02:30 EST, November 11, 2016.

** National law makes voting compulsory, though not necessarily enforced. One Swiss canton has compulsory voting.

@StatistaCharts

Sources: Pew Research Center, United States Elections Project

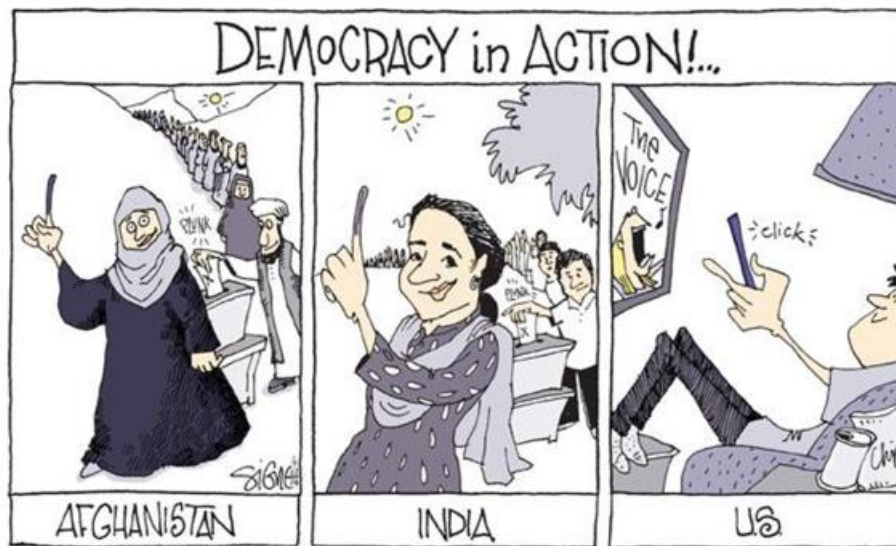
statista

WHAT HAPPENS WHEN VOTING ISN'T COMPULSORY?

- As of the 2016 election, **95.4 per cent of eligible Australians were enrolled to vote.**
- In the USA where voting isn't compulsory only **57.2 eligible citizens voted** in the 2016 election when Donald Trump was elected as President.
- Compulsory voting makes political parties jobs easier because they know you're probably going to vote **because you have to**. This means candidates can concentrate on campaigning on issues.
- Whereas, in countries where voting is voluntary political parties have to focus on encouraging citizens to vote.
- Some people argue against compulsory voting as they believe it is undemocratic to force people to vote – an infringement of liberty and that the ill informed and those with little interest in politics are forced to the polls.
- Watch these USA political advertisements on getting people to vote (3 min each):
https://www.youtube.com/watch?v=nRp1CK_X_Yw (celebrities)
<https://www.youtube.com/watch?v=jHLdYuzXqPI> (save the day – every day people)
- **Why wouldn't we see political advertisements like this on Australian TV?**

- Watch these USA political advertisements on getting people to vote (3 min each):
https://www.youtube.com/watch?v=nRp1CK_X_Yw (celebrities)
<https://www.youtube.com/watch?v=jHLdYuzXqPI> (save the day – everyday people)

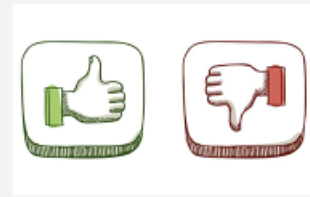
- **What message is the cartoon below trying to say? What does it say about voting?**



Copyright by Signe Wilkinson

SHOULD VOTING BE COMPULSORY?

- Most other countries with parliamentary systems similar to Australia's have voluntary voting. These include Great Britain, New Zealand, the United States and Canada.
- Over the years many people in Australia have argued that it is undemocratic to force people to vote, and that Australia should switch to voluntary voting.
- **TASK:**
 1. Working in groups, use the internet to research the arguments both in favour of and against compulsory voting (create a table to do this).
 2. Discuss these arguments within your group and decide where your group stands on the issue (in favour, against or undecided).
 3. Each group should then present its findings to the rest of the class.



INFLUENCING YOUR VOTE

- **Political Campaigns and Strategies:**
The key aim of the major political parties is to win government. In order to achieve this, the parties devote a lot of effort and resources to convincing voters to support their candidates. In particular, the parliamentary leaders of the parties will be very visible in these campaigns.
- **Rate the following five political advertisements - give each a score out of 10 and explain which political party you would most and least likely vote for:**
 1. Australian Labor Party: <https://www.youtube.com/watch?v=1RrudO9OX8U>
 2. Liberal Party of Australia: <https://www.youtube.com/watch?v=5ENRH26XwGc>
 3. Katter's Australian Party: https://www.youtube.com/watch?v=dQ_zYZBDmIs
 4. Pauline Hanson One Nation Party: <https://www.youtube.com/watch?v=dgWSadv6HCA>
 5. Cathy McGowan: <https://www.youtube.com/watch?v=N57sYVqulrl>
- **Compare** Australian advertisements with the following ads from the USA:
 - Donald Trump: <https://www.youtube.com/watch?v=7jEL0bxBuxU>
 - Barack Obama: <https://www.youtube.com/watch?v=F0OVngTHkNg>
 - Hillary Clinton: <https://www.youtube.com/watch?v=vHGPbl-werw>

- **Rate the following five political advertisements - give each a score out of 10 and explain which political party you would most and least likely vote for:**
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 3. Katter's Australian Party: https://www.youtube.com/watch?v=dQ_zYZBDmIs
 4. Pauline Hanson One Nation Party: <https://www.youtube.com/watch?v=dgWSadv6HCA>
 5. Cathy McGowan: <https://www.youtube.com/watch?v=N57sYVqulrl>
- **Compare** Australian advertisements with the following ads from the USA:
 - Donald Trump: <https://www.youtube.com/watch?v=7jEL0bxBuxU>
 - Barack Obama: <https://www.youtube.com/watch?v=F0OVngTHkNg>
 - Hillary Clinton: <https://www.youtube.com/watch?v=vHGPbl-werw>

CAMPAIGN STRATEGIES

- **Public debate:** During an election campaign, representatives of the parties will often seek opportunities to debate issues with representatives of different parties. Such debates can take a number of formats.
- **Television news:** During an election campaign the two leaders travel around the country, accompanied by journalists and camera crew from all the television stations.
- **Newspapers:** Just as they make use of television, political parties and their leaders also try to have their message put before voters in daily newspapers. Daily online opinion polls are also a feature of newspapers and allow them to gain speedy feedback from readers on a variety of issues.
- **Radio:** Radio provides another opportunity for political leaders and other party representatives to present their policies to the public. Watch Bill Shorten rapping:
<https://www.youtube.com/watch?v=jNls4yulaTc>

Technology
Use Twitter, YouTube, Facebook and Instagram to communicate with voters.

Media
Use television and radio interviews, the evening news and newspapers to communicate with voters.



Face to face
Get out and talk to the voters!

Advertise
Capture attention with catchy slogans, jingles and close up messages from the leader. Expose your opponents' weaknesses.

- Watch Bill Shorten rapping: <https://www.youtube.com/watch?v=jNls4yulaTc>

CAMPAIGN STRATEGIES

- **Letterboxing:** Parties will print and distribute advertising leaflets during an election campaign.
- **Polling:** As well as opinion polling companies carrying out surveys of voters' opinions, political parties carry out their own opinion polls, particularly during an election campaign.
- **Door knocking:** A traditional method of campaigning has been for a candidate to walk around the electorate, knocking on doors to talk to voters.
- **Handing out how-to-vote cards:** On election day, political parties rely on volunteers and ordinary party members to stand outside polling places and hand out how-to-vote cards.
- **Social media:** In today's world it seems that millions of people are almost constantly connected. Your ability to access websites, email and social media from almost anywhere through your smartphone means that you can express an opinion on any issue, to almost anyone, anytime, anywhere. Political parties and their leaders are very aware of the significance of social media, and have been adopting social media to appeal to the public, particularly younger voters.
- **Discuss:** *Which campaign strategy do you think is the most effective and which is the least effective?*

THE YOUTH VOTE

case study

Will you enrol to vote?

According to Ms Daly, a spokesperson from the Australia Institute, half of all voters under 25 believe that no party represents their interests. Dissatisfaction and disillusionment with political parties and politics may also stop young people from enrolling to vote. First-time voters must enrol with the Australian Electoral Commission before they can vote. One-quarter of young Australians failed to enrol to vote in the 2013 federal election. The Australian Electoral Commission embarked on a Facebook campaign to encourage younger voters to enrol.

Top five issues for young people

- 1 Jobs for young people
- 2 Rent and housing
- 3 University funding
- 4 Same-sex marriage
- 5 Climate change

Source: Australian Institute Poll 2013

Political parties need to engage younger people if they want to secure their vote in future. According to a report by the Whillam Institute in 2011, young voters under the age of 35 represent approximately 30 per cent of the electorate. Young people can make an impact on an election result. They also tend to change their vote depending on the issues rather than loyalty to a political party. They are sometimes called swinging or floating voters.



Source 3: Some people are undecided about who they are going to vote for and leave their decision until quite late in the election campaign. They are called swinging voters.

- Watch the following clips:
- Ad to encourage young people (1.11 min): <https://www.youtube.com/watch?v=-9GyCKMKOTU>
- Waleed Aly on young voters (3.36 min): <https://www.youtube.com/watch?v=BJaxF5d98bo>
- After you have finished watching these as a class discuss why the youth vote is so important.

- Watch the following clips:
 - Ad to encourage young people (1.11 min): <https://www.youtube.com/watch?v=-9GyCKMKOTU>
 - Waleed Aly on young voters (3.36 min): <https://www.youtube.com/watch?v=BJaxF5d98bo>

RAISE YOUR VOICE

• Answer the following questions:

- Will you enroll to vote? Explain why/why not.
- Make your own list of **top five issues** that you think political candidates should stand for.
- What factors do you think will influence you the most when you vote in an election?

48% of 18 year olds are not enrolled to vote.



Yeah, nah.

24% of 19 year olds are also unenrolled.



Why bother?

You're under-represented.

There are **725,340** more people over the age of 70 on the electoral roll than those aged 18 to 24... but the actual difference in population is just **140,000** - which means young people entering the workforce are missing out on almost **600,000** votes.

And the policies affect you now.

Since 1993, the number of young people in the workforce in casual positions has increased from **38%** to **50%**.

Over the same period, wage growth for people in their 20s has been **half** that of those in their 50s.



AUSTRALIA DAY

Should we change the date?

WHAT IS AUSTRALIA DAY?

- On your own write respond to the following question:
Why do you think we celebrate Australia? (2 sentences)
- Find a partner to compare your responses.
- Share your responses with the rest of the class.



Think
about the question



Pair
with your partner



Share
your ideas with others



WHY IS THERE DEBATE ABOUT THE DATE OF AUSTRALIA DAY?

- **Australia Day** is the official National Day of Australia. Celebrated annually on 26 January, it marks the anniversary of the 1788 arrival of the First Fleet of British ships at Sydney Cove.
- In present-day Australia, celebrations reflect the diverse society and landscape of the nation and are marked by community and family events, reflections on Australian history, official community awards and citizenship ceremonies welcoming new members of the Australian community
- The date of Australia Day has also been marked by Indigenous Australians, and those sympathetic to their cause, mourning what they see as the invasion of their land by Europeans and protesting its celebration as a national holiday. These groups sometimes refer to 26 January as "Invasion Day" or "Survival Day" and advocate that the date should be changed.
- Australia Debate Overview: <http://www.abc.net.au/btn/story/s4726572.htm>
- Complete the Move Australia Day Quiz: <http://www.abc.net.au/btn/quiz.htm?file=/btn/quiz/js/2017-25australiadaydebate.js>

- Australia Debate Overview: <http://www.abc.net.au/btn/story/s4726572.htm>
- Complete the Move Australia Day Quiz: <http://www.abc.net.au/btn/quiz.htm?file=/btn/quiz/js/2017-25australiadaydebate.js>

ARGUMENTS FOR AND AGAINST CHANGING THE DATE

- Argument **against** changing the date:
Watch: <https://www.youtube.com/watch?v=E2xa2qX4PLo>
- Argument for **changing** the date:
Watch: https://www.youtube.com/watch?v=eJRW_XIJKX4
- Read the **two articles** that represent both perspectives of the debate and fill out the **For and Against table**.
- Write these arguments on the whiteboard and **discuss** which arguments you agree and disagree with.

Arguments & Comments FOR	Arguments & Comments AGAINST

- Argument **against** changing the date:
Watch: <https://www.youtube.com/watch?v=E2xa2qX4PLo>
- Argument for **changing** the date:
Watch: https://www.youtube.com/watch?v=eJRW_XIJKX4

Argument against changing the date:

Cara Jenkin: Don't change the date of Australia Day on January 26 – change the meaning

Cara Jenkin, The Advertiser

January 21, 2018 11:37pm

MOVING Australia Day from January 26 could be the worst mistake our nation makes if we want to truly reconcile with indigenous Australia.

Perhaps that is a strange and bold statement for a white girl to make, especially one whose ancestral ties are to England and Poland.

I may have no right to my opinion. However, I don't want us to forget when and how our country changed forever, and sweep history under the carpet.

Reconciliation is about unity and respect between Aboriginal and Torres Strait Islanders, and non-indigenous Australia.

It values justice and equity for all Australians.

How can we respect each other, and unite, if communities fail to acknowledge – or even remember – the past?

The concerns around what the day means to indigenous Australians are very much valid.

The concerns around what the day means to indigenous Australians are very much valid.

Many prominent Australians, such as Pat Cash, are saying how embarrassed they are to be an Aussie because of it.

However, moving the date is not a move we should make if we want to validate our history.



Former Labor leader Mark Latham is right when he said earlier this month that the day does not have to ignore the past – that we can learn from previous events, and can strive to make this country even better for all.

As for Cory Bernardi and his “Hottest 100” play list, the jury is obviously very divided judging by the reaction he received when he announced he had put it out on Spotify.

January 26 recognises that it is the day this land was invaded, settled, shared – whatever way you want to look at it – and does mark the start of some immense hardship for the people who were already living on this land, who found themselves to be the sole inhabitants no longer.

This land was not the first in the world to be invaded/settled/shared, and in a pretty poor manner.

Others would argue it would have happened anyway, regardless of who was first to do so.

It was what was happening throughout the world.

No one can argue that a change occurred – much like when people from other countries came to this land by boat (invited or otherwise) in the centuries since.

Humans are constantly evolving culturally, socially and geographically.

We cannot change the past. Indigenous people died over this land. English people died over this land too.

If we do not stop to recognise that this happened on and from this day, I'm afraid racism and misunderstanding will only get worse. Because there will be nothing to make people stop and remember what has happened in our community since 1788.

Most people won't care to remember themselves.

Take, for example, Proclamation Day, which already has fallen off the radar of many South Australians.

It falls on December 28, but for convenience is taken as a public holiday on December 26.

Yet most South Aussies now call that day the Boxing Day public holiday – despite the state not officially recognising that title or day off.

Some no doubt will say it's a good thing that many fail to remember it's the date South Australia was proclaimed as a British province, but I'm just using it as an example – when people stop marking it officially, people soon forget.

Do most people know the date Australia became independent of Britain? When women were given the right to vote?

I wonder how many people remember when Remembrance Day is held?

All are important days in our nation's history, but perhaps *the* most important day is the one which was the biggest factor in this nation becoming what it is today.

Many days on our national calendar are marked with solemnity.

There is no reason why this 24-hour period has to be filled completely with pride and joy.

Another major day Australia commemorates – Anzac Day – starts with us waking up to the strains of the Last Post. Some people shed a few tears. Most at least pause to remember the tragedies of the past that occurred during war.

By the end of the day, people are dancing and drinking in the streets, if the Waymouth St street party is anything to go by, enjoying the lifestyle that our forefathers fought for us to have.

Australia Day also can start out recognising how modern Australia began, and end it by celebrating the inroads that have been made.

We can recognise that racism still exists and take steps to address it but also celebrate the good that has occurred in society and what we are in the 21st century.

That in the 1960s, when other countries around the world were still grappling with the idea of giving all people equal human rights, we overwhelmingly voiced our opinion that our people should already have them and ensured they had it by law going forward.

This 1967 referendum had a vastly greater majority in favour than the recent same-sex marriage vote.

We can celebrate how we are a land full of immigrants (even the original indigenous people migrated to our country) who are living in the best country on Earth.

It can be a reminder that we are all people – no matter the race, religion, gender, or socio-economic status – who are fair, in the sense of fair dinkum, that we give people a fair go.

Together we can enjoy this land, we should enjoy working with one another, and accepting each other as people and a community, no matter where our forefathers were born.

Maybe it's just a matter of changing the meaning of Australia Day, from celebrating to recognising Australia.

Whatever way it is acknowledged – it should stay on January 26.

Cara Jenkin is a journalist with News Corporation in Adelaide.

Argument for changing the date:

A reason to change the date of Australia Day

Claire Sutherland

January 17, 2018 3:26pm

WE should change the date of Australia Day.

It's not the most important issue facing Australia, and not all indigenous Australians want it changed.

[Jacinta Price is a no](#), with pretty decent and honourable arguments. [So is Anthony Dillon](#). Warren Mundine [is a yes](#) with equally reasonable views.

"I want Australia Day moved — not because I don't want to celebrate but because I do," he wrote.

For mine, it's stopping a decent number of us from really celebrating what's great about our country, and that's what Australia Day should be all about.

There's definitely something to be said for tradition, but [we've only celebrated Australia Day as an official national public holiday on January 26 since 1994](#).

I hand-on-heart own a pair of socks older than that.

Aboriginal Australians held a Day of Mourning and Protest as far back at 1938 to point out their difficulty in rejoicing on that particular date.

So why are people clinging so determinedly to January 26 like it's the last beer in the slab?



Isabel Lander and Zena Ross celebrate Australia Day Celebrations at Wagstaffe in NSW last year. (Pic: Mark Scott)

Do they genuinely feel that the day Arthur Philip landed with his ships of convicts at Sydney Cove is the only proper option? I wonder how many Aussies could actually tell you that's what the date marks.

I suspect the main argument against change for many is “because we don’t want to be told what to do by a bunch of... (inner-city latte-sippers/indigenous activists/social justice warriors — take your pick)”.

I grew up in the Pilbara, but I admit to falling pretty neatly into that first category these days.

And I absolutely concede that this is not an issue consuming the dinner table talk in most Australian households, where power bills and school fees are more likely to be front of mind.

But “I don’t want to be told what to do” just isn’t really much of an argument.

The way I see it is if you want to throw a party, you try and choose a date that suits as many as your mates as possible.

And January 26 just doesn’t suit a pretty big slice of Australia for whom it feels wrong to clink glasses over a day that marked the start of bloodshed and great trauma for so many people.

Sure, today’s Australians aren’t responsible for what happened 230 years ago, and of course if it wasn’t the Brits who decided to use us as an overthrow prison, someone else would have come along and done something similar, but that doesn’t mean January 26, 1788 wasn’t the beginning of a truly awful period of Australian history for many of the participants.

And not just indigenous people. Our white convict ancestors weren’t exactly drinking champagne from a shoe either.

So let’s just pick another date. Which one? Who cares?

Block out Christmas Day, Good Friday and Easter Monday and throw a dart at a dart board. We get a holiday for the Queen’s birthday that bears no resemblance to the day she actually came into the world.

Or choose an event most Australians are genuinely proud of — Cathy Freeman winning Olympic gold, the day indigenous Australians got the vote — hell, [a wallaby jumped across the Sydney Harbour Bridge](#) this week, that date will do.

It will cost nothing, it won’t stop kids learning about the First Fleet at school, it won’t bring a stop to debate about our history and, no, it won’t fix problems faced by indigenous people.

But it will mean a lot more people will RSVP to our national party and participate with genuine enthusiasm.

Claire Sutherland is acting RendezView editor.

EXTENSION ARTICLES:

Let's honour our Western heritage without shame

The Australian, January 24, 2018

The overwhelming majority of Australians are not only proud to be Australian, but they are also proud of their history. Furthermore, the majority of Australians want to continue celebrating Australia Day on January 26, as they have done since 1935.

The results of a Research Now poll recently commissioned by the Institute of Public Affairs reveal that 76 per cent of Australians are proud of their history, while 87 per cent are proud of being Australian. When asked if Australia Day should be celebrated on January 26, some 70 per cent agreed that it should, while only 11 per cent believe that it should not. The poll results confirm what most of us know — that the left-leaning groups obsessed with identity politics are completely and utterly out of step with what the majority of Australians want when it comes to our national day and our colonial past.

This push to change the date of Australia Day is emblematic of a deep shame held by a minority of the population about Australia's colonial history, which by inference also means that they are ashamed about Western civilisation, because the two are inextricably linked.

This vocal minority appears to be determined to foist its shame on the rest of the population by first changing the date of Australia Day and then abolishing it altogether so that their collective guilt might be at least partially ameliorated. While no one would seriously deny that there have been terrible injustices inflicted on indigenous people through the course of white settlement, it is extremely shortsighted to dismiss the fact that Australia as a modern nation only exists because of Western civilisation and we continue to benefit from its legacy.

This country was founded on institutions and principles established in Britain and Europe over the course of centuries, and we are extremely fortunate to have inherited them. Modern Australia is one of the most successful nations in the world, and a country that continues to attract people from every corner of the globe precisely because it was founded on the institutions and principles of Western civilisation.

In 1788, the British colonists brought with them centuries of accumulated knowledge and the basis of our cultural heritage. They brought with them the values of liberty, inquiry, toleration, religious plurality and economic freedom. They brought with them Christianity, which had positioned the individual as the locus of meaning, sovereignty and significance.

Equality of man, individual dignity and the abolition of slavery were all bequeathed to the world by Christianity and Christian thinkers.

The men and women on the First Fleet brought with them the precious institution of the rule of law. The importance of the rule of law had left a deep impression on the British people, and it was this impression that travelled to Botany Bay. The rule of law, as the broad set of principles vital to the order and stability of society, is considered to be one of the most effective guards against the wielding of arbitrary power. They brought with them the notion of a liberal democracy.

The early settlers brought with them inquiry and rationalism of the Age of Discovery, the scientific mind and empiricism of the scientific revolution, the liberal values of equality before the law, freedom of speech of the Enlightenment, and the economic foundation of our modern prosperity laid by the industrial revolution.

In short, Western civilisation is distinct from other civilisations because it is the only civilisation that has given us, and the rest of the world, institutions that can be applied universally. This is not because they are Western but because they are human.

Its institutions are applicable to all of us, no matter our gender, race or class. January 26 marks the foundation of modern Australia and the arrival of these institutions on our shores. It needs to be celebrated

by all Australians, both indigenous and non-indigenous, fifth-generation or first-generation. Rather than being ashamed of it, we should be proud of it.

Bella d'Abrera is director of the Foundations of Western Civilisation program at the Institute of Public Affairs

There's a strong argument to move Australia Day to May 9

Mark Kenny, Published: January 23 2018 - 12:25PM

A hole in the argument to move Australia Day from January 26 has been the absence of a logical alternative – or any consensus for same. But is that right? In truth, the case for January 26 is rather thin from a national perspective. Even leaving aside dispossession, the founding of a British penal colony in what would later become NSW, is a dubious basis for Australia's national day. This was an act of empire building. Literally.

As the former Keating government minister Chris Schacht points out, it did not create Australia and the staking of the flag of Britain to claim New Holland at Sydney Cove holds little connection for the people of Adelaide, or Port Hedland. Remember, it is only since 1994 that the anniversary has been treated consistently in all states and territories, underscoring the date's NSW-centric significance.

The core propositions of this dispute are well rehearsed. Conservatives say there is no case for change, with some muttering sotto voce about the left's "black armband" view of history.

The Greens, plus some within Labor, and importantly, many Indigenous community members, say the date ignores what was an invasion and even presents it as an unalloyed "good", making it offensive to the original owners.

Clearly these positions are poles apart – the antithesis of the unifying purpose for which the anniversary was conceived.

It's a powerful point. Yet it is not one that has so far swayed the mainstream parties with the Coalition doubling down and Labor sitting pat, acknowledging on the one hand the sensitivities, while refusing to drive a shift.

Inflaming all of this is the way the day itself has evolved from a low-key commemoration to a gaudy flag-waving celebration of all things "Aussie" replete with fireworks, huge public events, and countless parties. Rising jingoism has transformed the character of Australia Day, simultaneously elevating its calendar importance while sharpening the sense that it is precisely the wrong historical moment to giddily proclaim unity.

So what are the alternatives? Schacht concedes the obvious choice would mark Australia's Federation on January 1, 1901, but says holding your national day on New Year's Day is impractical. There is however, a very good alternative that would (presumably) offend no one and which does all the things January 26 cannot.

That is, it marks a date on which multiple steps have been taken on the path to modern Australia's creation. A day when this new nation took practical form with its first sitting of the federal parliament, and which was reinforced subsequently, with the very first sittings in the newly created capital, and finally, the first sitting in the new (permanent) Parliament House on Capital Hill.

That date is May 9 – the same day in 1901 when we became a self-governing federation; again in 1927, when the Parliament shifted to Canberra (from Melbourne); and finally, in the bicentennial year of 1988, when the current Parliament House was opened.

What better way to celebrate the great milestones of nationhood than its formalisation as an institutional democracy empowered to make its own national laws under its own constitution?

A recent Australia Institute survey suggests less than half of Australians correctly identified the reason for January 26 anyway, and that 56 per cent were not fussed about when the national day falls.

If the country cannot bring itself to deliver meaningful constitutional recognition of the original inhabitant owners, nor even an Indigenous advisory body, for fear of creating a so-called "third chamber" of Parliament, surely settling on a date of national celebration that does not wilfully gloss over violent dispossession is reasonable.

Mark Kenny is national affairs editor

It's convenient to say Aboriginal people support Australia Day. But it's not true

[Jack Latimore](#)

26 January is steeped in the blood of violent dispossession and enduring trauma.

Opponents to [Australia Day](#) are invariably criticised in two ways. The first is a favoured manoeuvre for establishment media pundits: claim the focus on 26 January is trivial while more pressing Indigenous issues are neglected. This routine is considered most effective if an Indigenous representative can be recruited to do the sowing. It adds conflict and sells copy, and assuages white guilt, but inadvertently, it also reveals the decrepitude of white Australia's hearing.

A tweet by IndigenousX founder Luke Pearson [captures the frustrations](#) that blackfullas, and our allies who advocate for the advancement of Aboriginal affairs, feel when reproached with this scintillating logic year after year for daring to speak out about the insult of the rabid flag-waving on 26 January.

As the tweet illustrates, we certainly are discussing more important issues all year round, striving to draw the attention of government ministers and the broad public to them. Yet it never seems to be the right time to talk about anything that affects us.

More tiresome are the establishment skills [who claim that](#) opposition to Australia Day is not supported by the majority of Aboriginal people. Played out, this farce is girded with a blood-quantum rationale that seeks to dichotomise First Nations people into "bush mob" and "city blacks", with a persistent inference that the black urban voice is adulterated and therefore counterfeit, both politically and biologically. It particularly delights white Australia if one of our own can be coopted to spruik this view too.

There are a lot of good reasons why sensible Aboriginal people reject the perpetuation of this narrative: perhaps the most significant being the point of our ongoing resistance and rejection of the official White Australia policies that were in place throughout the bulk of last century.

During this period, the commonwealth perpetrated heinous cultural atrocities (to go with the actual human atrocities perpetrated across the colonies during the 18th and 19th centuries). A perfect example could be the abduction of "half-caste" Aboriginal children from their families and the attempt to convince them they were something else, often while gratuitously exploiting their bodies in some way, either as cheap or slave labour, and/or sexually. In today's terms these assimilationist-era policies might be described as 90 years of state-sanctioned mass [gaslighting](#).



These establishment pundits don't have any empirical data to support their claims that the majority of Aboriginal people support Australia Day, of course, because that evidence is difficult to obtain empirically. We can take a look at the increasing numbers at the [Invasion Day demonstrations](#) each year though. Of course, these pundits then argue that the bulk of people attending the demonstrations are non-Indigenous. I covered the Melbourne Invasion Day rally last year, stood near the epicentre of the sit-down at the intersection of Swanston and Flinders. Surrounding me were the faces of passionate, engaged blackfellas.

In my role as an editor for IndigenousX, I engage daily with a wide cross-section of Indigenous communities and First Nations people across the continent. I communicate directly – either by phone, email or in person – with our Twitter account hosts and also with each contributor to the site. I read their copy carefully, for most often they are expressing their closest beliefs within it. I also monitor audience participation and engagement across our various social media channels, an audience demographic that consists of blackfellas from across the social and political spectrum.

In addition, I keep myself acquainted with the issues of interest and general sentiment of discussions being held in innumerable other Aboriginal and Torres Strait Islander-related social media channels. I also regularly attend Indigenous-related conferences and events around the country. I travel to regional and remote communities in my work for Aboriginal-owned newspaper Koori Mail. Wherever I go and whoever I meet, I always listen. One ear tuned to the source and subject, the other to what is happening around us.

When it comes to the subject of 26 January, the overwhelming sentiment among First Nations people is an uneasy blend of melancholy approaching outright grief, of profound despair, of opposition and antipathy, and always of staunch defiance.

The day and date is steeped in the blood of violent dispossession, of attempted genocide, of enduring trauma. And there is a shared understanding that there has been no conclusion of the white colonial project when it comes to the commonwealth's approach to Indigenous people. We need only express our sentiments regarding any issue that affects us to be quickly reminded of the contempt in which our continued presence and rising voices are held.

Nor is our sentiment in regards to 26 January a recent phenomenon. I have witnessed it throughout my life in varied intensities. Evidence of it is even present in the recorded histories of White Australia.

This year is the 30th anniversary of the 1988 March for Freedom, Hope and Justice, a rally attended by more than 40,000 supporters and led by a coalition of First Nations representatives through the streets of Sydney on 26 January as white Australia celebrated the bicentennial anniversary of the arrival of the British first fleet to our lands.

It is also the year of the 80th anniversary of the Day of Mourning march. A movement led by black luminaries such as Doug Nicholls, Jack Patten, Bill Cooper, Pearl Gibbs and Margaret Tucker to contest Australia's sesquicentenary in 1938. Fold the historical pages back another 50 years and you have Henry Parkes – the commonwealth's "father of federation" – cautioning that 1888 centenary celebrations could remind the natives that they had been robbed.

The concerted attempts from the federal government and far-right radicals like Mark Latham to shore up 26 January as the national day is a desperate attempt to recover what strident white Australia perceives as lost ground in its great culture war. A sad scenario, as similarly to the white colonial project, there is no end point in terms of result for #ChangeTheDate. As [Adam Briggs revealed](#) in AB Original's collaboration with Paul Kelly on the track Dumb Things: the date's changin'. It's happening right now and the [momentum](#) is too strong.

<div>Arguments & Comments</div> <div>FOR</div>	<div>Arguments & Comments</div> <div>AGAINST</div>



NEWSPAPER ARTICLE TASK

- After considering both sides of the Change the Date debate it is your turn to **pick a side** and write an newspaper article supporting your position.
- **In your article you need to:**
 - Grab the reader's attention by using a strong opening sentence that includes your position on Australia Day. You can use images in your article.
 - Explain your position about the Australia Day date debate (who, what, where, when, why).
 - Provide information about the Change the Date Debate and why it exists.
 - Think of a creative title for your article! (see examples on next slide)
- You can use an online template (see link below) to create your newspaper article or it can be handwritten:
Newspaper online template:
 - <http://www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html>

Newspaper online template:

- <http://www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html>

Celebrating Australia Day on 26 January like dancing on graves, says reconciliation body

Neither federal government nor opposition support push to change date of Australia Day



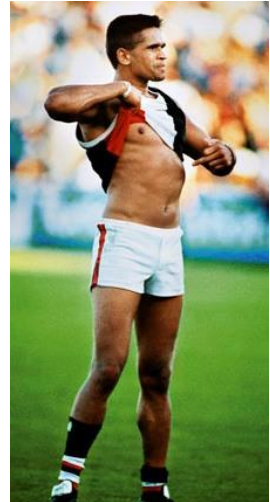
Changing Australia Day is pointless – and there is much to celebrate

We should celebrate Australia Day, just not on January 26

British settlement was a “good thing” for indigenous Australians, Tony Abbott says

FIRST CONTACT

ACTIVITY BOOKLET



Name: _____ Class: _____

***First Contact** is an Australian reality television documentary series. It documents the journey of six Australians who are challenged over a period of 28 days about their pre-existing perceptions of Indigenous Australians.*

BEFORE VIEWING

- Australia has two distinct Indigenous groups: Aboriginal peoples and Torres Strait Islander peoples. When talking or writing about Australia's Indigenous peoples, it is considered respectful to say 'Aboriginal and Torres Strait Islander peoples'. You will notice that during the episode, and in some of these clips, the phrase Aboriginal Australia is often used. During this program, the participants did not visit any Torres Strait Islander communities and therefore 'Indigenous peoples' referred to throughout the program are referred to as 'Aboriginal'.
- ***Write down what you already know about Indigenous people in Australia:***

- ***As a class, look up the definitions of and talk about the differences between the terms:***

Stereotypes:

Prejudice:

Discrimination:

- ***Answer the following questions:***

Identify examples of stereotypes about Indigenous people.

Describe the consequences of making assumptions about Indigenous people based on stereotypes.

After watching the episode of First Contact fill out the below '**See, Think, Wonder**' template and responding to the following prompts:

*What did you **see** in the episode of First Contact? List what happened.*

*What were you **thinking** when you watched First Contact? Describe how you felt.*

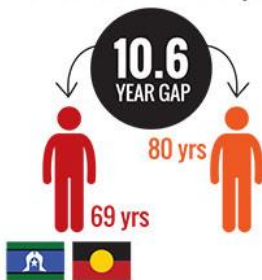
*What **wonderings** do you have about the episode of First Contact? What is your single most important question?*

Aboriginal and Torres Strait Islander People

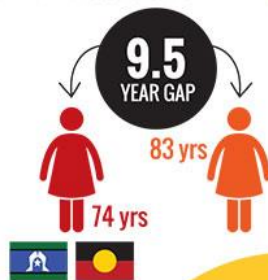
THE ABORIGINAL AND TORRES STRAIT ISLANDER POPULATION



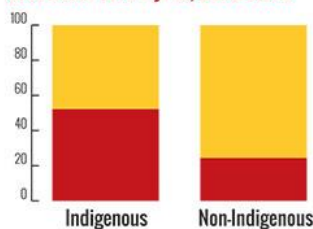
In 2010-12, the average life expectancy of Aboriginal and Torres Strait Islander people was



TEN YEARS LESS than that of non-Indigenous Australians.



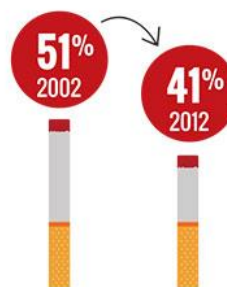
PROPORTION OF UNEMPLOYED PEOPLE (between 15-64 yrs), 2012-2013



WHERE ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE LIVE



ABORIGINAL AND TORRES STRAIT ISLANDER SMOKING RATES



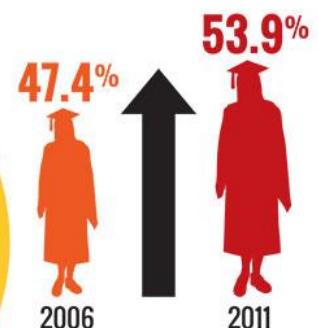
National rate of imprisonment



In 2011, health services employed

14.6% of employed Aboriginal & Torres Strait Islander people

Making them the largest source of employment for Aboriginal and Torres Strait Islander people.



Percentage of Aboriginal and Torres Strait Islander people aged 20-24 yrs that had attained a Year 12 or equivalent qualification

- Read the above facts about Indigenous Australians. Did any of the above information surprise you? Using the statistics above explain why/why not.

WELCOME TO COUNTRY

- In his Welcome to Country Uncle Timmy say's "This Land, is your Land. Look after it while you are here." A Welcome to Country is different to an Acknowledgement of Country. Use this resource from Reconciliation Australia to learn about the differences between these two protocols, and to write a short paragraph explaining why these protocols are important.

1. What is a Welcome to Country?

Protocols for welcoming visitors to Country have been a part of Aboriginal and Torres Strait Islander cultures for thousands of years. Despite the absence of fences or visible borders, Aboriginal and Torres Strait Islander groups had clear boundaries separating their Country from that of other groups. Crossing into another group's Country required a request for permission to enter. When permission was granted the hosting group would welcome the visitors, offering them safe passage and protection of their spiritual being during the journey. While visitors were provided with a safe passage, they also had to respect the protocols and rules of the land owner group while on their Country.

Today, obviously much has changed, and these protocols have been adapted to contemporary circumstances. However, the essential elements of welcoming visitors and offering safe passage remain in place. A Welcome to Country occurs at the beginning of a formal event and can take many forms including singing, dancing, smoking ceremonies or a speech in traditional language or English. A Welcome to Country is delivered by Traditional Owners, or Aboriginal and Torres Strait Islander people who have been given permission from Traditional Owners, to welcome visitors to their Country.

2. What is an Acknowledgment of Country?

An Acknowledgement of Country is an opportunity for anyone to show respect for Traditional Owners and the continuing connection of Aboriginal and Torres Strait Islander peoples to Country. It can be given by both non-Indigenous people and Aboriginal and Torres Strait Islander people.

There are no set protocols or wording for an Acknowledgement of Country, though often a statement may take the following forms.

General: I'd like to begin by acknowledging the Traditional Owners of the land on which we meet today. I would also like to pay my respects to Elders past and present.

Specific: I'd like to begin by acknowledging the Traditional Owners of the land on which we meet today, the (people) of the (nation) and pay my respects to Elders past and present.

Similar to a Welcome to Country, an Acknowledgement of Country is generally offered at the beginning of a meeting, speech or formal occasion.

- ***Why are Welcomes to Country and Acknowledgements of Country important?***

CLOSING THE GAP:

- *Read the following article as a class:*
- *When reading the article use the following key to improve your understanding:*
 - * = Wow, how interesting
 - + = I want to know more about this
 - ? = I'm confused/don't understand

Closing the Gap: Six of seven targets 'not on track', life expectancy gap unchanged

Fergus Hunter, Michael Gordon, Published: February 14 2017 - 3:51PM

Australia is not on track to close the life expectancy gap between Indigenous and non-Indigenous Australians, with the divide widening and deaths increasing when it comes to cancer, the ninth annual Closing the Gap report has found.

State and federal governments are on track to meet just one of seven targets in the strategy, according to the annual stocktake on progress, with setbacks in the areas of employment and child mortality and desired improvement only in the number of Indigenous students finishing year 12.

While Indigenous mortality rates have declined by 15 per cent since 1998, simultaneous declines in non-Indigenous mortality mean the gap has persisted and the goal of eliminating the life expectancy gap by 2031 is not considered to be on track.

Since 1998, Indigenous mortality rates have not changed in NSW and South Australia, while Western Australia has experienced a 30 per cent decline.

Between 1998 and 2015, the mortality rate from cancer – the second leading cause of death – increased 21 per cent among Indigenous Australians while declining 13 per cent for others.

Dr Fadwa Al-Yaman, an Indigenous health expert at the Australian Institute of Health and Welfare, said the high cancer mortality rates were largely a result of more prevalent risk factors such as smoking, cancer not being detected until later stages, inadequate education about health risks and issues with access to healthcare.

"When Indigenous people are diagnosed with cancer, it's usually late stage cancer, which means survival rates are lower. Screening rates are a lot lower for Indigenous people," Dr Al-Yaman told Fairfax Media. Lung, neck and head cancers, linked to far higher rates of smoking, and liver cancer, linked to alcohol consumption and hepatitis B infections, are the most disproportionately widespread cancers in Indigenous communities.

According to the most recent life expectancy figures, the lives of Indigenous men are 10.6 years shorter than for their non-Indigenous counterparts. For women, it is 9.5 years.

The report also outlines the deeply mixed progress across the other target areas, which cover child mortality, early childhood education, school attendance, students' reading and numeracy, employment and year 12 attainment.

While gaps have narrowed in some of these areas, only the last – aiming to halve the difference by 2020 – is on target. Nationally in 2014-15, 61.5 per cent of Indigenous 20-24 year olds had achieved year 12 or equivalent. This is up from 45.4 per cent in 2008.

In other areas:

- The aim of halving the gap in child mortality rates is not on track even though Indigenous mortality rates have declined 33 per cent since 1998.
- A new target established in 2014, aiming to close the gap in school attendance by 2018, has not substantively improved between 2015 and 2016. The overall attendance rate for Indigenous students is 83.4 per cent compared with 93.1 per cent for non-Indigenous students.
- In literacy and numeracy across school years three, five, seven and nine, Indigenous students are achieving minimum NAPLAN standard in only category, year nine numeracy.
- Indigenous employment is stronger than it was in the 1990s but has fallen from 53.8 per cent in 2008 to 48.4 per cent in 2014-15

The stark results have been met with dismay but not surprise, as calls intensify for improved government engagement with Indigenous communities.

"[The Closing the Gap report] demonstrates that all Australian governments have much more work to do," Mr Turnbull said in his address to Parliament when tabling the report. He told MPs that he was "very saddened and disappointed" by the lack of progress in child mortality.

"I firmly believe that people must be involved in the process in order to be engaged in the outcomes. It has to be a shared endeavour. Greater empowerment of local communities will deliver the shared outcomes we all seek."

Mr Turnbull also revealed the government would expand the Productivity Commission to include a new Indigenous commissioner, who will lead evaluation of policies in Aboriginal affairs.

In his response, Opposition Leader Bill Shorten said Parliament should agree this year on a path to Indigenous recognition in the constitution. He said a "meaningful proposition" should be drawn up once the Referendum Council's community consultations are finished.

Ken Wyatt, Minister for Indigenous Health and Aged Care, said the results were not something to be proud of and called for local successes to be emulated nationally through more responsive bureaucracies.

"I think we've got examples of where there are outstanding community-controlled health services who are trying to do a whole raft of programs within their communities, but they're stretched," he said.

Jackie Huggins, co-chair of the National Congress of Australia's First Peoples, called the report "extremely disappointing" and said community consultation and government funding need to be boosted.

"How we need to close the gap is through holistic, co-ordinated, co-developed, co-designed implementation, and that is how we're going to close the gap in partnership with Aboriginal and Torres Strait Islander communities," she told the ABC.

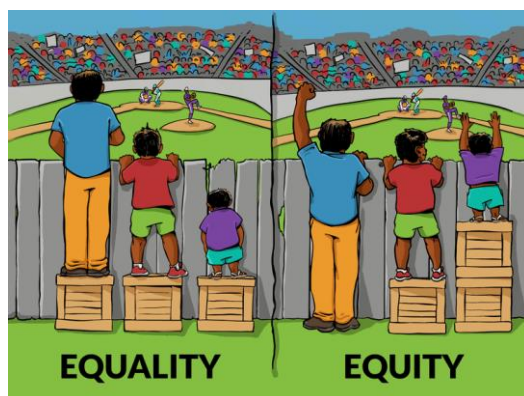
- ***Complete the following research task using your laptops:***

Look up the 'Close the Gap' Campaign and explain what it is and why does it exist?

Using information from the article do you think the 'Close the Gap' Campaign has been successful? Explain why/why not?

• **EXTENSION:**

Define the terms 'Equity' and 'Equality' using the cartoon below and explain why they are different.



Write a paragraph that outlines why young people at school should learn about Aboriginal and Torres Strait Islander peoples' histories and cultures.

Fill out the chart below with your “old” thoughts about Indigenous people of what you use to think about and what you know now after learning and viewing First Contact. In the middle section, add any details of what helped changed your opinion.

Before I thought...

A large, empty oval shape intended for writing 'old' thoughts about Indigenous people.

What caused the shift in my thinking

A vertical rectangular box containing ten horizontal lines for writing details of what helped change the opinion.

Now I think....

A large, empty oval shape intended for writing 'now' thoughts about Indigenous people.

GLOSSARY REFERENCE and EXTRA LINES:

- ***If there are any words you would like to define and/or information you would like to note down, please do so below:***

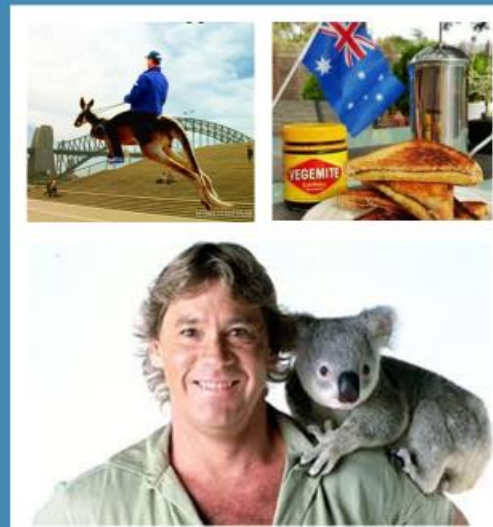
[illegible]



DIVERSITY AND IDENTITY IN AUSTRALIA

TYPICAL AUSTRALIAN?

- Close your eyes and imagine a typical Australian. Think about what the person looks like, whether it is a man or woman, what clothes he or she is wearing. What did you imagine? **Draw a picture of what you think a typical Australian looks like.**
- **Share** your image with your peers and discuss the reasons behind your drawing. Do you think your image is an accurate representation?



AUSTRALIAN IDENTITY

How do you define Australian identity?:

- It is difficult to define what a 'typical' Australian is because of our cultural diversity.
- Each of us will also have a different idea about what makes us Australian.
- There are many stereotypes about what the typical Australian is like.
- Many stereotypes are created because of popular films, television shows, news coverage and social media.
- Review the list of stereotypes and see if you agree or disagree with them.
- **For each of the statements, state whether they are true, true to some extent or false. Write a sentence for each explaining why you think some people might have this perception of Australia and Australians.**

- 1 Most Australians live in the outback.
- 2 When Australians have a BBQ they all 'chuck a shrimp on the barbie'.
- 3 Most Australians say 'crikey' all the time.
- 4 The kangaroo can be seen in many city areas in Australia.
- 5 Australians drink too much.
- 6 The meat pie is the national dish of Australia.
- 7 Australians wear Akubra hats (broad brimmed hat made of rabbit fur felt).
- 8 Australians are laid back, open and friendly to everyone.
- 9 Most Australians live near a beach.
- 10 Australians are uncouth and racist.

A stereotype is an image of a social group based on inaccurate or exaggerated interpretations of that group's cultural identity

DIVERSITY IN AUSTRALIA



- There are around 24 million people living in Australia today.
- The Aboriginal and Torres Strait Islander peoples are the original inhabitants of Australia and make up 2.5 per cent of the population. The rest of the population today is made up of migrants or their descendants.
- The first migrants came to Australia from Great Britain, establishing the first European settlement at Sydney Cove in 1788. Since then migrants have come to Australia from approximately 200 countries.
- Australia is culturally diverse because we have people from so many different cultural backgrounds. Look around your classroom and you will most likely see a diverse range of students from various countries and ethnic backgrounds.
- Many Australians celebrate a wide range of food, art and culture that people from other countries bring to Australia.

AUSTRALIAN IDENTITY

Questions:

1. Look at the images. Do these things represent Australia for you? How? If not, what things do represent Australia for you?
2. Describe at least two Australian stereotypes you have seen in the media. Do you think these are accurate representations of Australians? Explain.
3. How do you think people in other countries view Australia? How do they form their views of Australia and Australians?
4. In what ways has Australian culture been enhanced by people migrating here from other countries?



MEDIA AND STEREOTYPES

- Stereotypes exist due to the way social groups are represented in the media.
- Our perceptions of these groups is heavily influenced by what we watch on television and read in newspapers and on social media. So influential are these sources of information that they can often override our existing knowledge of social groups.
- The reason these stereotypes are so strong is because they are shared by various forms of media. Unfortunately, many social and ethnic groups are also inaccurately represented by Australian media. This misrepresentation can have serious social implications.

Questions:

- What negative impacts can stereotypes have on Australian society?
- Do you believe that stereotypes exist at your school? If so, give examples of their occurrence.
- How do you think the use of stereotypes at your school could be reduced?

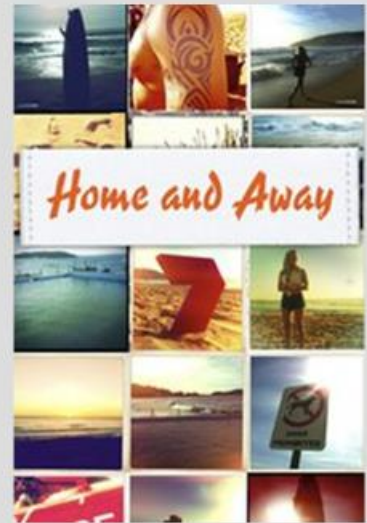
AUSTRALIAN TELEVISION

- Watch an episode of Home and Away and answer the following questions:

- Where is the soap opera set? Is it typical of an Australian suburb or town?
- How are Australian women and men portrayed in the soap opera? Is this portrayal reflective of real life Australian men and women you know?
- Are the actors in the episode from culturally diverse backgrounds?

Extension:

- Do you think that not reflecting diversity in our television programs and advertisements is a form of discrimination?





As the voices of the future it is time for you to make a stand as an active and informed citizen on an issue that you think requires change in Australian society!

What is active citizenship?



- As Australian citizens, there are many duties we must undertake in order to fulfil our civic responsibilities. Can you think of any specific examples?
- It is an unfortunate truth that sometimes life can be challenging. You may have three CATs in a week as well having to deal with many other problems while being a teenager.
- While these challenges are indeed difficult, it is important to consider the hardships faced by people in this suburb and our country. Being aware of issues is one of the key responsibilities of being an active citizen.
- An active citizen is a person who actively takes responsibility and takes action on areas of public concern such as crime prevention and the local community for example.
- For this CAT we want you to take action on an issue that you are passionate about and want to see change!
- Watch the first 5 minutes of the Kony 2012 video to see how every day citizens can have an impact:
<https://www.youtube.com/watch?v=Y4MnpzG5Sqc>

OR

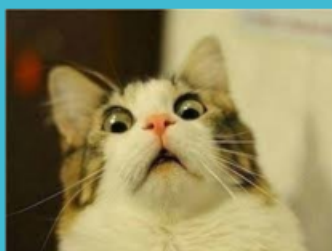
- Watch the following clip from Kid President:
<https://www.youtube.com/watch?v=l-gQLqv9f4o>

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<https://www.youtube.com/watch?v=Y4MnpzG5Sqc>

OR

- Watch the following clip from Kid President:
<https://www.youtube.com/watch?v=l-gQLqv9f4o>

Campaign for Change CAT Details



- In **pairs** you are going to research, create and present a campaign for change on **one** issue.
- Please note that this is an **oral presentation** CAT so you are expected to create a presentation (PowerPoint for example) to address the task and will be presenting in front of your class mates.

STEP 1:

- Your teacher will decide how pairs will be allocated and any other arrangements will need to be organised with your teacher.
- Once you are in your pair you will need to decide on a topic that your campaign will be based on.
- Every group must have a different topic. Please see the next slide for examples of topics but you can also choose your own topic which you will need to negotiate with your teacher.

SAMPLE TOPICS			
Euthanasia: Should terminally ill patients be allowed to end their lives via assisted suicide?	Death Penalty: Should the death penalty be reinstated?	Gun Laws: Should gun control be relaxed?	Crime Penalties: Should there be stronger penalties for violent crime?
Indigenous Recognition: Should Aboriginal and Torres Strait Islander people be recognised in the Australian Constitution?	Climate Change: Should all coal mines be closed and banned?	Boat Immigrants: Should Australia accept asylum-seeking boat immigrants?	Mental Health: Should the government increase funding for mental health research and treatment?
Voting Age: Should the voting age be lowered to 16?	Plastic Product Ban: Should all plastic products be banned?	Compulsory Voting: Should Australia abandon compulsory voting?	Australian Republic: Should Australia end the monarchy and become a republic?
Youth Curfew: Should a curfew for all youth be introduced?	Free meals: Should the government introduce free meals for students?	Ban Exams: Should all exams and the ATAR system be abolished?	Ban School Uniforms: Should school uniforms no longer be compulsory?
Legal Drinking Age: Should the drinking age be increased to 21?	Contact Sports: Should contact sports be banned at school?	Animals in Sport: Should we allow animals to be used in sport?	Plastic Surgery: Should cosmetic surgery be banned?
Diversity on TV: Should television shows include more racially and ethnically diverse characters?	Youth in Jail: Should juvenile detention for children be banned?	Second Language: Should learning a second language be compulsory at school?	Sugar Tax: Should there be a tax on unhealthy foods?

Campaign for Change CAT Details



STEP 2:

- Once you have picked your topic you need to organise how you and your team member will keep in contact.
- You need to set each other clear guidelines. Will you set up a collaboration space on OneNote or use email? Who will be in charge of the presentation? Will you use cue cards?
- Will you attempt the extension questions?
- Remember you and your partner are responsible for the quality of your CAT so make sure you are on the same page.

STEP 3:

- Time to get planning! Please see the **student planning sheet** to plan out your presentation and ensure you address all aspects of the criteria.

The next few slides will tell you what questions you need to address and how to structure your presentation.

Campaign for Change CAT Structure



Your research on your topic should follow this structure and include:

BACKGROUND:

- **Identify** the issue you are campaigning on and what position/side you will be taking (1 mark):
 - Pick an issue that you are going to focus on e.g. "compulsory voting."
 - You need to clearly state which side you will taking on the issue e.g. "we believe that all students in Australia should learn a second language."
- **Outline** why your topic is an issue and **explain** why change is needed (3 marks):
 - You need to include **background information** about your topic here. Why is the issue a problem in the first place? For example, if your team wanted to ban all plastic bags in Australia you would need to explain why plastic bags are a problem and how they harm the environment.
 - To further support your argument, it would be **useful to include statistics here** as well.
- **Extension Option:**

Create a timeline that presents an overview and/or key events that relate to how the issue has developed and changed throughout history e.g. when was the law relating to the issue created (3+ marks).

Campaign for Change CAT Structure



Your research on your topic should follow this structure and include:

PROPOSAL:

- **Outline** the changes you are proposing to the issue. What needs to change? (2 marks).
- **Describe** how the changes you are proposing will impact society and those who are affected locally, nationally or globally by your issue (2 marks).
 - Impact means what effect will your changes have on people. Will it positively or negatively benefit people's lives?
 - If your topic is a local issue (City of Casey) then focus on how it will affect people who live in your area. If your topic covers all of Australia, then discuss its national impact. Finally, if your topic affects people/environment/animals from around the world then also mention this.
- **Create** a campaign poster on your topic that includes a slogan (this can be a digital or hard copy) that could appear in a newspaper and/or on social media (3 marks). *Remember when creating this poster what do you want your audience to do?*
- **Extension Option:**
Create a petition on your issue and get people to support your proposed changes (this can be a hard copy or use a petition website such as <https://www.change.org/start-a-petition> (1+ mark)).

Campaign for Change CAT Structure



Your research on your topic should follow this structure and include:

EVALUATION:

- **Outline** at least **one** argument against your proposal for change and **explain** why some people may disagree with your campaign (2 marks).
- **Explain** why being an active and informed citizen is important in a democracy (2 marks).
- Using evidence, **justify** why young people might not be interested in politics and/or campaigning for issues outside the classroom (3 marks).
- **Extension Option:**
- Provide a list of suggestions on how young people could become more involved and interested in Civics and Citizenship (2+ marks).

Campaign for Change CAT Structure



Your research on your topic should follow this structure and include:

BIBLIOGRAPHY:

- In your presentation you must include a variety of at least **three** resources (this can be a website, textbook) you used to research your topic and issue (3 marks).
- Please refer to the 'How to write a Bibliography' worksheet for further guidance.

• *How to write a bibliography:*

For a Book Reference:

Authors name (date first published) Title of book, Name of publishing house, place of publication.

Example ↓

Benson, C & Darlington, R (2010) Humanities Alive 4 second edition, John Wiley & Sons Australia, Milton

Authors name/s	Date first published	Title of Book – underlined or in italics	Publishing house	Place of Publication
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For an Internet (Web-Site) Reference:

Website name - URL, Date of access.

Example ↓

Horrible Histories - www.horrible-histories.co.uk - Accessed 18/04/11

Website name	Website URL	Date/s accessed
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Task Requirements and Conditions



- You can use PowerPoint, Prezi or PowToon to present your findings to the rest of the class.
- Ensure your presentation is engaging by using a range of stimulus (images, videos) and by following the above structure.
- Information must be written in your own words.
- You have a time limit of 5 minutes to complete your presentation and at 6 minutes your teacher will stop the presentation.
- All presentations will be due on the same day and the teacher will decide what order you will present in.
- You will be given four periods of class time to work on the class but it is expected that you work on this task at home.
- Please note presentations will begin in Week 7.

PLEASE NOTE THAT IT IS YOUR RESPONSIBILITY TO REGULARLY BACK UP YOUR LAPTOP AND TO ENSURE YOU SAVE YOUR WORK. THE EXCUSE 'MY POWERPOINT DID NOT SAVE' OR 'MY LAPTOP DIED' WILL NOT BE ACCEPTED. YOUR TEACHER WILL REGULARLY CHECK IN TO ENSURE THAT YOU ARE SAVING YOUR WORK AND YOU DO NOT LEAVE IT TO THE LAST MINUTE



As the voices of the future it is time for you to make a stand as an active and informed citizen on an issue that you think requires change in Australian society.

- **TASK:**

In **pairs** you are going to research, create and present a campaign for change on **one** issue. Please see below for suggestions or consult your teacher on a topic of your choosing.

SAMPLE TOPICS			
Euthanasia: Should terminally ill patients be allowed to end their lives via assisted suicide?	Death Penalty: Should the death penalty be reinstated?	Gun Laws: Should gun control be relaxed?	Crime Penalties: Should there be stronger penalties for violent crime?
Indigenous Recognition: Should Aboriginal and Torres Strait Islander people be recognised in the Australian Constitution?	Climate Change: Should all coal mines be closed and banned?	Boat Immigrants: Should Australia accept asylum-seeking boat immigrants?	Mental Health: Should the government increase funding for mental health research and treatment?
Voting Age: Should the voting age be lowered to 16?	Plastic Product Ban: Should all plastic products be banned?	Compulsory Voting: Should Australia abandon compulsory voting?	Australian Republic: Should Australia end the monarchy and become a republic?
Youth Curfew: Should a curfew for all youth be introduced?	Free meals: Should the government introduce free meals for students?	Ban Exams: Should all exams and the ATAR system be abolished?	Ban School Uniforms: Should school uniforms no longer be compulsory?
Legal Drinking Age: Should the drinking age be increased to 21?	Contact Sports: Should contact sports be banned at school?	Animals in Sport: Should we allow animals to be used in sport?	Plastic Surgery: Should cosmetic surgery be banned?
Diversity on TV: Should television shows include more racially and ethnically diverse characters?	Youth in Jail: Should juvenile detention for children be banned?	Second Language: Should learning a second language be compulsory at school?	Sugar Tax: Should there be a tax on unhealthy foods?



➤ **Your research should follow the below structure and include:**

BACKGROUND:

- **Identify** the issue you are campaigning on and what position/side you will be taking (1 mark).
- **Outline** why your topic is an issue and **explain** why change is needed (3 marks).
- **Extension Option:**
Create a timeline that presents an overview and/or key events that relate to how the issue has developed and changed throughout history e.g. when was the law relating to the issue created (3+ marks).

PROPOSAL:

- **Outline** the changes you are proposing to the issue. What needs to change? (2 marks).
- **Describe** how the changes you are proposing will impact society and those who are affected locally, nationally or globally by your issue (2 marks).
- **Create** a campaign poster on your topic that includes a slogan (this can be a digital or hard copy) that could appear in a newspaper and/or on social media (3 marks). *Remember when creating this poster what do you want your audience to do?*
- **Extension Option:**
Create a petition on your issue and get people to support your proposed changes (this can be a hard copy or use a petition website such as <https://www.change.org/start-a-petition> (1+ mark).

EVALUATION:

- **Outline** at least **one** argument against your proposal for change and **explain** why some people may disagree with your campaign (2 marks).
- **Explain** why being an active and informed citizen is important in a democracy (2 marks).
- Using evidence, **justify** why young people might not be interested in politics and/or campaigning for issues outside the classroom (3 marks).
- **Extension Option:**
Provide a list of suggestions on how young people could become more involved and interested in Civics and Citizenship (2+ marks).

BIBLIOGRAPHY:

- In your presentation you must include a variety of at least **three** resources (this can be a website, textbook) you used to research your topic and issue (3 marks).
- Please refer to the 'How to write a Bibliography' worksheet for further guidance.

➤ **Task requirements and conditions:**

- You can use PowerPoint, Prezi or PowToon to present your findings to the rest of the class.
- Ensure your presentation is engaging by using a range of stimulus (images, videos) and by following the above structure.
- Information must be written in your own words.
- You have a time limit of 5 minutes to complete your presentation and at 6 minutes your teacher will stop the presentation.

➤ **Due Date:**

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• **Rubric:**

Civics and Citizenship Knowledge	Very High 19-21	High 15-18	Medium 11-14	Low 7-10	Very Low 1-6	N/A 0
BACKGROUND: - Identifies issue, outlines why topic is an issue and explains why change is needed (4 marks) PROPOSAL: - Outlines proposed changes, describes impact of proposed changes, creates campaign poster (7 marks). EVALUATION: - Outlines arguments against proposal, explains importance of active citizenship and justifies youth disinterest in politics (7 marks) BIBLIOGRAPHY: At least three resources are included in the bibliography (3 marks).	The team addresses all required dot points in depth using extensive evidence and presents an excellent understanding of the issue. A highly detailed bibliography of three or more resources are included.	The team addresses the required dot points using relevant evidence and shows a very good understanding of the issue. At least three resources are included in a bibliography.	The team shows a good understanding of parts of the issue using some evidence and have addressed some of the required dot points. At least two resources are included in a bibliography.	The team shows a developing understanding of the issue with minimal evidence and the required dot points were not adequately addressed. At least one resource is included in a bibliography.	The team shows a limited understanding of the issue and have not addressed all required dot points. No bibliography is included.	Not Shown

Presentation	Very High 4	High 3	Medium 2	Low 1	N/A 0
COLLABORATION	The team is completely prepared and has obviously worked effectively together with all students actively demonstrating responsibility for learning.	The team seem mostly prepared but might have needed a couple more rehearsals. All students demonstrated responsibility for learning.	The team is somewhat prepared, but it is clear that rehearsal and team work were lacking.	The team does not seem at all prepared to present and have not worked well together.	Not Shown
DIALOGUE AND COMMUNICATION	The team speak clearly and distinctly all (100-95%) of the time, and mispronounces no words. The team stand up straight, look confident. Establishing eye contact with everyone in the room during the presentation.	The team speak clearly and distinctly all (100-95%) of the time. Stands up straight and establishes eye contact with everyone in the room during the presentation. Students persevered if mistake was made.	The team speak clearly and distinctly most (94-85%) of the time. Sometimes stands up straight and establishes eye contact.	The team often mumble or cannot be understood. Slouches and/or does not look at people during the presentation.	Not Shown
PRESENTATION	The team delivered an engaging presentation that used a range of stimulus, was very well structured and was clearly written in their own words.	The team delivered a well-structured presentation that included stimulus material and was written in their own words.	The team delivered a presentation of a satisfactory standard that included some structure and stimulus material. Attempts were made to translate information into their own words.	The team delivered a presentation that was not well structured with content missing and information copied and pasted from a resource.	Not Shown

Total Marks:

/33

Grading =

%

+extension marks

CAMPAIGN FOR CHANGE ASSESSMENT – STUDENT PLANNING SHEET

- **Step 1:**
 - Pick the issue you want to focus on. What are you interested in?
 - Organise how you and your team will keep in contact and set yourself expectations for the CAT. Will you set up a collaboration space on OneNote or use email? Who will create the presentation? Will you use cue cards? Read over the criteria and make sure you know what you need to do.
- **Step 2:**
 - Get planning!

STRUCTURE	WHAT TO DO	SENTENCE STEMS
BACKGROUND	<ul style="list-style-type: none"> • Identify the issue you are campaigning on and what position/side you will be taking (1 mark): <ul style="list-style-type: none"> - Pick an issue that you are going to focus on e.g. “compulsory voting.” - You need to clearly state which side you will taking on the issue e.g. “we believe that all students in Australia should learn a second language.” • Write your plan here: 	<ul style="list-style-type: none"> • The issue our team will be focusing on will be... • We believe that... • Our campaign will promote... • It is our view that...
	<ul style="list-style-type: none"> • Outline why your topic is an issue and explain why change is needed (3 marks). <ul style="list-style-type: none"> - You need to include background information about your topic here. Why is the issue a problem in the first place? For example, if your team wanted to ban all plastic bags in Australia you would need to explain why plastic bags are a problem and how they harm the environment. - To further support your argument, it would be useful to include statistics here as well. For example, if you wanted to raise the drinking age to 21 then you would include statistics relating to how many young people between 18-20 have died because of alcohol. - You need to include your personal opinion here as well about why your team think change is needed on the issue you are focusing on. 	<ul style="list-style-type: none"> • Our topic is an issue because... • Our issue is a problem and requires change because... • The reason our topic is an issue is due to... • The need for change is backed up by evidence that states...

	<ul style="list-style-type: none"> • Write your plan here: 	
PROPOSAL	<ul style="list-style-type: none"> • <u>Outline</u> the changes you are proposing to the issue. What needs to change? (2 marks). - You can suggest as many changes as you like here but you must be realistic as well. Be clear about the changes you want to implement. For example, if you wanted to change Australia Day what date would you move it to and how would it be celebrated? • Write your plan here: 	<ul style="list-style-type: none"> • The changes we are proposing involve... • The first change we would like to see would be... • The second change we would like to enforce is...
	<ul style="list-style-type: none"> • <u>Describe</u> how the changes you are proposing will impact society and those who are affected locally, nationally or globally by your issue (2 marks). - Impact means what effect will your changes have on people. Will it positively or negatively benefit people's lives? - If your topic is a local issue (City of Casey) then focus on how it will affect people who live in your area. If your topic covers all of Australia, then discuss its national impact. Finally, if your topic affects people/environment/animals from around the world then also mention this. • Write your plan here: 	<ul style="list-style-type: none"> • Our proposed changes will have a positive impact on local/national/global citizens because... • Our proposed changes will benefit... • Our proposed changes will affect...

	<ul style="list-style-type: none"> • Create a campaign poster on your topic that includes a slogan (this can be a digital or hard copy) that could appear in a newspaper and/or on social media (3 marks). <i>Remember when creating this poster what do you want your audience to do?</i> - This is your chance to be creative! Decide if you want to draw your poster or produce it digitally. - Keep it simple and use a catchy slogan (motto) to gain your audiences attention. - Make sure your poster explains what your campaign is about and what changes you would like to see. • Write your plan here: 	
EVALUATION	<ul style="list-style-type: none"> • Outline at least one argument against your proposal for change and explain why some people may disagree with your campaign (2 marks). - It is important to consider the arguments against your campaign so that you can better defend why your changes are needed. - Think about what groups/people would be against your campaign and explain their reasons why. Consider asking members of your family or your school friends for examples. • Write your plan here: 	<ul style="list-style-type: none"> • One argument against our campaign is... • Some people may disagree with our campaign because... • Some people will be against our campaign because they believe...
	<ul style="list-style-type: none"> • Explain why being an active and informed citizen is important in a democracy (2 marks). - Here you need to think about why raising your voice about an issue and increasing your understanding about issues is an important part of living in democracy. What would happen if people didn't know all the facts or didn't care about issues in society? 	<ul style="list-style-type: none"> • Being an active and informed citizen is an important part of living in a democracy because... • If citizens are not active and informed, then this could...

	<ul style="list-style-type: none"> • Write your plan here: 	
	<ul style="list-style-type: none"> • Using evidence, <u>justify</u> why young people might not be interested in politics and/or campaigning for issues outside the classroom (3 marks). - You need to provide reasons as to why you think young people aren't interested in politics or active citizenship. Why doesn't it appeal to them? Think about asking your group of friends and see what they say - Also consider whether you would campaign for an issue that you care about outside the classroom. What would stop you from doing so? Why wouldn't you use your social media to spread awareness about an issue? • Write your plan here: 	<ul style="list-style-type: none"> • Some young people lack interest in politics because... • The reason young people feel disconnected from politics and campaigning for issues may be due to...

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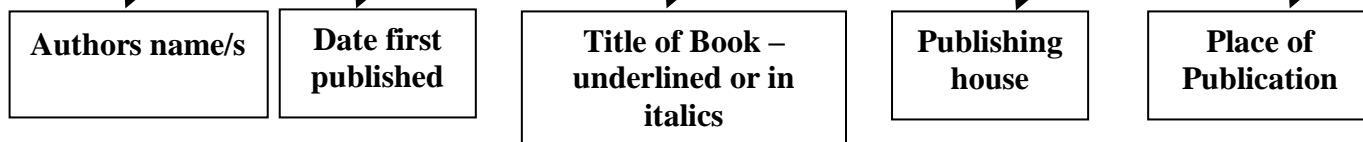
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For a Book Reference:

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Example ↓

Benson. C & Darlington. R (2010) Humanities Alive 4 second edition. John Wiley & Sons Australia, Milton



For an Internet (Web-Site) Reference:

Website name - URL. Date of access.

Example ↓

Horrible Histories - www.horrible-histories.co.uk - Accessed 18/04/11



- *Keep track of resources you use here:*

WEBSITES	BOOKS