

Australians All – Contents

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Introduction

Why teach young people about Australia?

Knowledge of Australia, its history, people and culture, as well as its way of life and systems of citizenship and government, is a critical component of being an active and involved member of society. What it means to be Australian has as many possible responses as there are people within Australia, and so the teaching of content related to Australia will necessarily vary according to the needs, interests, attitudes and values of the teacher, their students, and their wider community.

At a meeting of the state, territory and Commonwealth ministers of education, the goals for Australian schooling that will determine the next ten years of educational development in this country were set. The Educational Goals for Young Australians, set in Melbourne in December, 2008 state that:

Goal 1: 'Australian schooling promotes equity and excellence'

Goal 2: 'All young Australians become successful learners, confident and creative individuals and active and informed citizens'

Melbourne Declaration on Educational Goals for Young Australians, 2008
www.mceetya.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf accessed June 18, 2009

Australians All helps teachers to meet these goals by providing challenging and thought-provoking learning opportunities that can be readily adapted to suit particular teaching and learning contexts. The activities and student pages provide many opportunities for students to experience success with their learning about Australia, and to make a positive transition to being informed and active members of their school and local communities, able to operate confidently and capably and find creative solutions to problems. In time, these abilities will also allow them to become active and informed teenage and young adult members of the wider community.

Who is this book for?

Australians All is written for Australian students in all Australian teaching and learning situations. It is aimed at upper primary level students (usually years 5 and 6/7), and so uses language and activities relevant to this age group. The book in its entirety meets the requirements of the learning standards of the National Civics and Citizenship Statements of Learning document, as well as providing useful resources which enable it to be used as a cross-curricular resource.

The useful background information on each teacher page allows teachers who often do not have a strong grounding in the Civics and Citizenship area to teach with confidence, and to avoid the need for lengthy research prior to teaching a particular topic. The activity suggestions encourage students to extend their learning in a variety of directions, and have been written to cater for the needs of many different learning types and interests, including:

- visual learners
- hands-on learners
- musically focused learners

- auditory learners
- learners who love being busy and active
- learners who have recently arrived in Australia or who are learning English as a second or additional language
- learners who require extension or modification to their activities

The standards for the Civics and Citizenship area have been written to include statements for years 3, 5 and 7; however, teachers can vary the content and focus of the activities to suit their students. While the content in some situations may be appropriate for year 5, in others it will be more suited to year 6/7.

In general terms, although the activities and learning goals relate to the standards contained in the year 5 level of Civics and Citizenship, they will also align closely with the standards for other Key Learning Areas and National Standards, such as the Literacy Benchmarks for year 5 and the standards for Health and Physical Education and Studies of Society and the Environment.

Australians All can be used as a resource book for students who are recent arrivals to Australia as a tool to encourage active learning about Australia and its people, history and traditions. It is an ideal resource for ESL teaching situations with more experienced English language speakers who have the ability to read and write in English at a basic level. In some ESL teaching situations, teachers will need to modify the discussion and writing components of some tasks to cater for the needs and abilities of their students. For example, some ESL learners may manage more effectively in small group or paired discussion structures or in discussions centred around visual or key-word prompts. The use of word lists and pre-reading or pre-activity discussions may also be helpful for these learners.

What is Civics and Citizenship?

‘Civics and Citizenship’ teaches young people what it means to live as part of Australian culture. The teaching centres around three key areas:

- Historical perspectives
- Government and the law
- Citizenship and democracy

Within each area there is an expectation that students at various levels have the opportunity to learn and explore the ideas, thinking, laws and history which have led to Australia becoming the multicultural democracy it is today.

There is no single ‘right way’ to teach a subject area such as Civics and Citizenship. It is a far-reaching and extensive area of learning that must necessarily be adapted and modified to suit the learning contexts and particular needs of the target student group. It is also an ideal subject to teach as part of an integrated curriculum approach, as many of the learning goals can be easily linked with outcomes and standards in other areas such as The Arts, Health and Physical Education, English or Maths.

Within the Civics and Citizenship area, students need to be offered learning opportunities that help them better understand the sort of place Australia has been through previous generations, and to become better informed as the custodians of the Australia of the future. The topics included in this book are as many and varied

as the people who call Australia home today, and who have contributed to Australia's development as a nation over time:

- The environment and sustainability issues
- People and places of Australia
- Bush poetry and storytelling
- Songs and sounds
- The tradition of volunteering and lending a hand
- Aboriginal and Torres Strait Islander traditions
- Symbols and icons of Australia and its people
- The past and the future of Australia
- Active participation in a democracy
- The stories and traditions born of wartime

What is in the book?

There are ten units of work, each focusing on a topic that is relevant and appropriate to teach as part of a Civics and Citizenship lesson series, or as part of an integrated curriculum unit. Many of the student and teacher pages contain activities that can be included within areas such as English, Health and PE, Science, SOSE or Maths. For example, the unit on 'Sporting Heroes' can be used to teach Civics and Citizenship as well as Learning Goals under the Health and Physical Education area (fair play, respect for others, participation in team sporting activities) and English (creation of various text types, participation in verbal discussion, clear expression of ideas and thoughts and writing for specific audience groups).

The teacher pages

Each teacher page contains background information, useful web links where applicable, suggestions for reflection and classroom or small group discussion topics, and activities to extend or develop individual learning in combination with the tasks on the student page. Each page also contains specific learning goals related to either a subset of the Civics and Citizenship standards, or a skill related to another curriculum area such as English or Maths.

Students are also given the opportunity to extend and build on their learning through home-based tasks that encourage the establishment of a closer link between home and school. These 'On the Home Front' tasks are generally an extension or addition to the tasks on the student page, and encourage family conversations and active participation in basic tasks. In many cases, they are designed to get families up and away from the TV or computer and into conversation or physical activity where possible.

The teacher pages have been designed to encourage teachers to engage with students as individuals, and to foster an interest in gaining knowledge and skills independently. Some students will need extra assistance and support to enable them to engage with the learning goals in a meaningful way. For other students, teachers will need to use the 'Extend the learning' and 'Explore and reflect' sections more fully, in order to encourage higher-order thinking and understanding.

The student pages

Each student page contains some introductory information, along with activities for students to complete either individually, in small groups or as part of a whole-class activity. Research is an important focus. Each page contains a 'Find out for yourself' prompt which requires students to develop their research skills through techniques such as:

- online keyword research
- use of interpersonal skills (conversations, surveys, interviews)
- print-based research (books, magazines, encyclopaedias, maps)
- use of local knowledge (local area, navigation skills, awareness of local resources)
- small group collaboration and discussion
- multimedia research (watching TV, reading a magazine, searching for visual images online)

Student learning checklist

This checklist provides a prompt for students to record their own learning in areas related to Civics and Citizenship. It is presented in a simple 'I can ...' format, which encourages students to feel pride in their achievements in this unit, and to keep a permanent record of what they have learnt.

Teacher assessment grid

This grid allows teachers to keep a handy record of student achievement in relation to Civics and Citizenship, as well as to indicate where students have achieved in other curriculum areas.

Special days in Australia and beyond

This is a list of Australia's days of celebration and commemoration, as well as some of the significant days within other cultural and religious groups that are represented within the Australian community.

Australian history timeline

This quick timeline of some interesting and important dates in Australian history can be used as a reference, or as a springboard for further activities.

New citizens, new cultures

Learning goals:

- For students to be interested in and excited by the many different cultural groups that exist within Australian society.
- For students to create a piece of writing which demonstrates knowledge of a culture other than their own.
- For students to explore the various countries and cultures represented within the class.

Background:

Almost one in four Australians were born overseas, according to Australian Census data from the Bureau of Statistics. Other interesting facts to note include:

- China, South Africa and India all had large increases in population representation in recent years.
- People from Sudan are the fastest growing group in the Australian population, closely followed by Afghanistan and Iraq.
- The largest increase for the 9-year period up to 2005 was for people from New Zealand.

www.abs.gov.au/ausstats/abs@.nsf/mediareleasesbyReleaseDate/D90053C595C2C82ECA25713F007FF258?OpenDocument

It is important that schools and students begin to move on from a position of ‘tolerance’ of others towards an attitude which embraces and celebrates everything that is unique and exciting about living in a multicultural society. Perhaps by approaching issues such as racism from a standpoint of celebrating difference and individuality rather than focusing on avoidance of stereotypes and use of correct terminology, we can come a little closer to a truly egalitarian society that is positively diverse.

Explore and reflect:

- ⇒ Ask students to think of examples of the different aspects of Australian life that are influenced by people from other countries (food, clothing, books, sports, festivals, etc).

Extend the learning:

- ⇒ Create a class cookbook with a multicultural theme using a recipe from each student.

On the home front:

- ⇒ Have students talk to others in their family about traditions and customs they remember from their childhood. Topics could be linked to those in ‘Explore and reflect’ above (food, clothing, books, sports, festivals etc), or students could ask a family member to share a traditional recipe for inclusion in the class cookbook (see ‘Extend the learning’).

New citizens, new cultures

You are a reporter for a children's magazine. Your editor has asked you to write a story about some of the people who have made Australia their home over the past few decades.

You need to choose one country, and then research and write their story.

Choose from:

- China
- Vietnam
- England
- New Zealand
- Afghanistan
- Sri Lanka

Plan your story here:

Title	
Introduction	Picture
Main body of story	
Conclusion	

Find out for yourself ...

- * What can you find out about the family stories of the people in your class? Do a survey to see which countries are represented in your class, then create a graph or visual image of the information.

Think it through ...

- * Think about the words and images you can use as a reporter to make your story a positive one.

New beginnings

Learning goals:

- For students to empathise with new arrivals to Australia.
- For students to identify practical steps they could take to make someone feel welcome in a new country.

Background:

Children come to Australia from many different countries. Some have originally come as refugees seeking shelter and protection, while others have migrated from their home countries for reasons such as links with family, parent work situation or as an exchange. Whatever the reason, it is vital that students learn to appreciate the diversity and range of experiences represented in most schools and classrooms today.

This activity encourages students to develop practical strategies to help make others feel welcome in a new school or class.

Explore and reflect:

- ⇒ Talk as a class about the feelings associated with moving to a new place, either on a long- or short-term basis. Discuss emotions such as fear, nervousness, apprehension and excitement, and how these are often shown in the body. (You may wish to extend this topic to talk about the presence of stress in the body – increased heart rate, breathing rate, sweaty palms, etc.)

Extend the learning:

- ⇒ Have students work in pairs to research and plan a tour of special sights and places to visit in your region. The tour should include enough content to cover three days, and could be written as a dot-point list, a tour booklet or a PowerPoint presentation.

On the home front:

- ⇒ Have students collect items from home that could be used to represent Australia. Examples could include:
 - flags
 - pictures
 - books
 - photos of home or family
 - certificates
 - sporting outfits

New beginnings

You have just met a visitor to Australia from overseas. This person is the same age as you, and they need your help! You see, they don't speak any English, and they don't know anything at all about Australia. Design a 'Welcome to Australia' kit to share with the new visitor.

What you need:

- an ice-cream container or shoe box
- items that represent Australia
- paper, pencils, pens and decorations

What to do:

1. Design a 'Welcome to Australia' kit – plan what needs to go into your kit, and think about why each item is important. Record your thinking here:

Item	Why is it included?

2. Find items that you can put into your kit, or work out a symbol or image you can use to represent that item.
3. Share your welcome kit with others in your class and explain your choices.

Find out for yourself ...

- * What are some of the places a new visitor to your town or city might like to see? Create a visitor's plan for their first few days in your region.

Think it through ...

- * Write a list of words or label a picture that could describe how someone might feel when they first arrived in a new country.

Picture this – Australia’s citizenship test

Learning goals:

- For students to begin thinking about what it means to be an Australian, and what values and behaviours are shared by Australian people.
- For students to begin thinking about citizenship and their own place in Australian society.

Background:

Over time, Australian society has become highly multicultural, with people moving to Australia to become citizens from many different parts of the world. This activity serves to introduce the concept of being an Australian citizen, and encourages students to start thinking about their own ideas and values related to being Australian. The activity links with a follow-up task at the end of the book, where students can reflect on how their knowledge of Australia and its people has changed over time.

Explore and reflect:

⇒ Ask students to explore in small groups where they could locate images that reflect being Australian:

- magazines
- newspapers
- online sources (with teacher input to ensure sources are suitable)
- hand drawings / sketches / cartoons
- photos / online images
- atlas / maps

Students may wish to complete this task during a library session so they can locate their images using a wide variety of resources.

⇒ Ask students to create a group list of possible images that could reflect Australia.

Extend the learning:

⇒ Ask students to write the blurb for the back cover of Australia’s citizenship test. They should include a few paragraphs that explain what a citizenship test is, what it means to be an Australian citizen, and why Australia is a great place to live.

On the home front:

⇒ Ask students to do a quick survey of their family, asking the question ‘What does it mean to be Australian?’

NOTE: Be cautious about how you frame citizenship and migration-based discussions in class, as some students may not wish to discuss their family citizenship status or history in a public setting.

Picture this - Australia's citizenship test

Congratulations! The Australian Government wants a new cover for its citizenship test which is taken by people who want to become Australian citizens. They have chosen YOU as the illustrator and designer for the cover. You need to choose six images and captions to go with each one.

1. Brainstorm your ideas about what it means to be an Australian citizen before you start. You can make a list or create your own mind map on the back of this page:

2. Now draft your cover here:

Image 1	Image 2	Image 3
Caption 1	Caption 2	Caption 3
Image 4	Image 5	Image 6
Caption 4	Caption 5	Caption 6

Find out for yourself ...

- * What is the citizenship test, and who has to do it?

Think it through ...

- * How do you think the government should decide who can become an Australian citizen?

That's discrimination!

Learning goals:

- For students to be able to define and understand discrimination and related terminology.
- For students to identify strategies for dealing with discrimination.
- For students to differentiate between situations of discrimination and situations of misfortune or differing opinions.

Background:

In Australia, people are protected against discrimination by federal laws such as the Racial Discrimination Act and the Disability Discrimination Act. It is not lawful to discriminate against someone on the basis of their religion, race, disability, gender or ethnic background. Further useful information is on the Human Rights and Equal Opportunity website at www.hreoc.gov.au

Explore and reflect:

- ⇒ Have students work in pairs. Each pair needs to think of an example of discrimination and then create a poster that shows discrimination in action. The posters can then be presented to the class group. Encourage students to think of a person who is being discriminated against, and to include text that answers two central questions:
- Where is the discrimination?
 - What should happen instead?

Extend the learning:

- ⇒ Ask students to conduct a school-grounds audit to create a list of any places that someone with a disability might have difficulty getting to. Alternatively, create a list identifying changes that have already been made to make life easier for a person with a disability. (For the purposes of this activity, physical and visual disabilities are the easiest to consider.)
- ⇒ Students can then work in small groups to create a map of the school grounds showing the changes needed or already provided for ideal access to all areas of the school.
- ⇒ Ask students to write an email to the school principal explaining what they found in their school-grounds audit, and attach their map as a pdf, or write a letter by hand and include the map and letter in an addressed envelope.

On the home front:

- ⇒ Have students read the daily or local newspaper for a week and collect examples of issues related to discrimination. (Use discretion here, as some topics may cause distress to younger student groups or in some teaching locations.)

That's discrimination!

There are laws that protect people in Australia from discrimination. But what does 'discrimination' mean? And what can you do if you are discriminated against?

1. Colour in the statements that you think show discrimination.

Sam is not able to get into a movie theatre because he uses a wheelchair and there are stairs to the theatre.

Belinda is told she can't play in the local Under 10's football team because she is a girl.

Sujatha is told her gold jewellery is against youth group policy and she must take it off so it doesn't upset other kids at the group who might think she is showing off.

Elly is told he can't wear his traditional Jewish head covering at his job in a restaurant because he needs to wear a protective hair net instead.

Lin Ho is not given a job at a convenience store because it has already been given to another candidate who was better qualified.

Lily and Jack both have a morning paper round, but Lily is told she will be paid less than Jack because she is a girl .

Find out for yourself ...

- * Do some research using a dictionary or your own resources. Find out the meanings of these words:
 - discrimination
 - law
 - rights

Think it through ...

- * If you see someone else being discriminated against, is there anything you can do?
- * If someone discriminates against you, what can you do?

Ronaldo's rights

Learning goals:

- For students to identify and explain the Rights of the Child.
- For students to nominate the rights they believe are important and to give reasons for their choices.
- For students to identify rights that exist within the school environment.

Background:

The United Nations Universal Declaration of Human Rights celebrated its 60th anniversary in 2008, and the United Nations Convention on the Rights of the Child clocked up its 20th anniversary in 2010. These important milestones are a useful trigger for encouraging students to understand more about their own rights, and those of other people. This activity introduces rights in the school environment, and can be easily extended to rights at home, in Australian society, and in other countries.

Explore and reflect:

Create a hand puppet or cut out picture of 'Ronaldo' to use as the prompt for this discussion activity.

- ⇒ Ask each student to write on a slip of paper the Number 1 right they believe Ronaldo has at school. (Answers are likely to vary widely at this point, and could include 'the right to learn what he wants', 'the right to be at school,' 'the right to wear his own clothes if he wants to' or 'the right to have his own space in the classroom'.)

Encourage all answers, and then focus the discussion on Ronaldo, and compare the answers students have given about their own school environment with the fictional country of Ronaldo's birth. You may wish to paint a picture of Ronaldo's rights along the lines of:

- Ronaldo, like many children in the world, was lucky to survive his birth as his mother had no access to medical care
- Ronaldo did not always go to school at home because his father needed him to work in the fields instead
- Ronaldo sometimes didn't have fresh water to drink as the bore in his village was contaminated

Extend the learning:

- ⇒ Remind students that Ronaldo also needs to learn about his responsibilities. Have them write a list of student responsibilities that they could teach to Ronaldo.

On the home front:

- ⇒ Ask students to work with their families to make a charter of 'Family Rights' to share with others in the class.

Ronaldo's rights

Imagine you have just met a young boy called Ronaldo. He has arrived in Australia from another country. Ronaldo has grown up in a place where there is lots of poverty and his family rarely had enough to eat. Ronaldo has little experience of education. He does not know what his rights and responsibilities are while he is at school. Can you help him?

1. Write a list of Ronaldo's Rights at school. Think about the sorts of things you value at school yourself, and what you feel is a right for every student at your school.

Ronaldo's rights

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

2. What do you see as the number one right of children at your school?

Find out for yourself ...

- * The rights of children are protected by the United Nations Convention on the Rights of the Child. What can you find out about the Rights of the Child? Write a list of dot points into your workbook or on the back of this page.

Think it through ...

- * What do you think is the number one answer to making sure all children have their rights protected?
- * What can you do to protect your own rights?