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CONFERENCE & EXPO

MD02 | Civics and Citizenship

Civics and Citizenship in action: approaches and activities

presented by

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Course Outline for Civics and Citizenship

Topic details

- Year level: Year 9 and 10
- Unit name: <Name of Course – Core or Elective e.g Civics and Citizenship >
- Subject (as listed in the Handbook): <Name of Course – Core or Elective e.g Civics and Citizenship >
- PLT / Department: <Name of Course – Core or Elective e.g Commerce / Humanities >
- Time Allocation: <e.g. 17 weeks (3 x 50 minute sessions)>

Topic 1 – Course Introduction to Civics and Citizenship

- 1 Week
- 3 Lessons

Topic 2 – Government and democracy

- 5 Week
- 15 Lessons

Topic 3 – Law and Citizens

- 4 Weeks
- 12 Lessons

Topic 4 – Australia Internationally

- 4 Weeks
- 12 Lessons

Topic 5 – Research Project – Australia’s international legal obligations

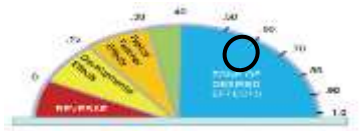
- 2 Weeks
- 6 Lessons

- **Time Allocation: 17 to 18 weeks (48 x 50 minute sessions)**
 - Includes 3 to 6 lessons of interruptions

Last updated: September 2018

Course Outline ...a snapshot...

Civics and Citizenship



Teacher Clarity (effect size 0.75)

Achievement Standard

The Level 9 and 10 curriculum builds students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. They compare Australia's system of government with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also study the purpose and work of the High Court. Students also examine global connectedness and how this is shaping contemporary Australian society. They investigate the values and practices that enable a democratic society to be sustained.

Course Introduction to Civics and Citizenship

- 2018 Course Overview at a Glance
- Get to know you activities
 - Business Card
 - Stuff I want to know?
- Key questions on Civics and Citizenship
 - Who's, Who quiz
- Internet scavenger hunt
 - What do I know about our Legal & Political System?

Government and democracy

- Principles of Democracy
 - What is democracy?
 - Democratic Values
- Government and Parliament
 - Executive government
 - Formation of government
 - Political parties
 - Shaping political choices
- Australia's system of government – A comparison Indonesia

Law and Citizens

- Key features of Legal System
 - Australia's court system
 - Victorian state courts
 - Federal courts
- Resolving Disputes
 - Dispute resolution methods
 - Other ways of resolving disputes
- The notion of Justice
- The High Court and law-making

Australia: Global citizenship and international legal obligations

- Global citizenship
- Conventions, declarations and Treaties
- Australia's involvement in Asia and internationally

Research Project – Australia's international legal obligations

- Immersion activity – Human Bingo on Human Rights
- A to Z list of rights and freedoms
- Visual organiser – Understanding Human Rights
- eLearning Investigation on the Human Rights Commission.
- Case Study
- OPV - Role play/debate
- Pwuzzle – 'Human Rights'
- Evaluation

Key Questions

This unit of work aims to answer the following key questions for developing students' civics and citizenship knowledge, understanding and skills:

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

Key Skills

Inquiry and research	This involves, inquiring and investigating information and ideas, using research skills in reviewing literature and collecting data, questioning existing situations; preparing reports and critiquing research
Analysis and synthesis	This involves, evaluating a position or decision, taking a position, & defending a position; distinguishing a statement of fact from an opinion; interpreting & critiquing media messages, synthesizing research data; understanding & coping with ambiguity
Collaborative problem-solving & decision-making	This involves, displaying interest and skill in decision-making, solving problems and resolving conflict resolution through collaboration and demonstrating intercultural competence
Communication	This involves, presenting ideas in oral and written form; critical reading, debating, writing and listening; applying empathic and social skills; using both traditional and social media (Twitter, blogs, Facebook and so on) and the internet in socially constructive ways as communication tools in modern democracy

Assessment Tasks

- | | |
|---|---|
| <ul style="list-style-type: none"> ○ Newspaper Folio & Report <ul style="list-style-type: none"> • Modelled articles or examples • Folio & Report – Example • Case Study Article ○ Human Rights Research Project <ul style="list-style-type: none"> • Common Assessed Task – Civics Dilemmas • Inquiry Based Approach using the Multiple Intelligences framework • Presentation | <ul style="list-style-type: none"> ○ Class Activities <ul style="list-style-type: none"> • Internet Scavenger Hunt • Definitions – Democracy & Democratic Values • Participation – Debate on Same sex marriage • Effective Punishment: The Death Penalty • The role of the High Court |
|---|---|

Lesson sequence:

Session (50 mins)	Focus	What will students know and be able to do?	What are the main learning activities?	What are the assessment tasks?	
Week 1	L1	Introduction to Civics and Citizenship	Understand the course requirements at a glance. Set up Students Workbook or Journal, Paste in designated assessment tasks and Learning Outcomes	Discuss topics and assessments tasks with students and have them paste/place handouts in their workbooks	Workbook activity
		Get to know you activities – Business Card	The purpose of this activity is to be used as an ice breaker or an introduction to a new group	Thin-Pair-Share Think individually and answer the questions on the business card – 5 to 10 minutes Pair up using the birthday activity and introduce yourself to each other via your business card – 5 to 10 minutes	Handout activity
		Stuff I want to know?	Identify 3 to 4 negotiated topics for the semester. Provides students with ownership and voice.	Students to work in pairs and do a Think Pair Share activity on Stuff they want to know leading to negotiate topics. Use of table groups and discussion on what we already know about our political & legal system.	Handout activity Teacher to collate responses
	L2	Key questions	List, identify and explain examples related to the key questions Civics and Citizenship Knowledge	Hot Potato - 5, 2, 2, 2, 2 Participants to pair up. Handout one key question for Civics and Citizenship Knowledge from 'The Victorian Curriculum' to each pair. Give the first pair 3 min to unpacking the key question by highlight the key focus or content word(s) and provide a list of current examples in the space provided. Then pass on the key question to the next pair who will read and then add to the response. Do this 4 to 6 times for 2 minutes each. Collect the responses, and each pair to read through the key questions for Civics and Citizenship Knowledge from 'The Victorian Curriculum'	Handout activity Teacher to collate and post responses
		Who's Who?	Identify and describe their role in the political landscape The importance of Leadership Linked to Who's Who?	Write down the name of the individual and their role relating politics. See how many boxes you can fill in before time runs out! You are able to move out of your chair and ask your peers This activity is aimed at discussing the role of political parties and independent representatives in Australia's system of government including the formation of governments, and explain the process through which government policy is, shaped and developed.	Handout activity Handout activity Including individual research on a political leader

Session (50 mins)	Focus		What will students know and be able to do?	What are the main learning activities?	What are the assessment tasks?
	L3	Internet Scavenger Hunt - Prior Knowledge Test - What do we know and want to about	Elicit prior knowledge of the political system Either... Part 1 - Our Political System Or... Part 2 - Comparing our Political Systems	Individual work and class discussion - Using their netbook and a search engine find as many answers to these questions as you can?	Assessable Task Homework task to be completed on the Internet Scavenger Hunt
Week 2					
Week 3					
Week 4					
Week 5					
Weeks 6					
Week 7					
Week 8					
Week 9					
Week 10					
Week 11					
Week 12					
Week 13					

Session (50 mins)	Focus	What will students know and be able to do?	What are the main learning activities?	What are the assessment tasks?
Week 14				
Week 15				
Week 16				
Week 17	Thinker's keys – Civics & Citizenship	Thinker's keys have been designed to develop a broad range of thinking skills and abilities. This tool assists with analytical, critical and creative thinking abilities of students.	These activities can be done as an individual, a pair or a group. The teacher can determine when these activities are done - generally 2 or 3 at a time.	Approximately 5 lessons of activities Workbook based assessment

2019 Students Course Overview at a Glance

'Civics and Citizenship'

The Level 9 and 10 curriculum builds students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. They compare Australia's system of government with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also study the purpose and work of the High Court. Students also examine global connectedness and how this is shaping contemporary Australian society. They investigate the values and practices that enable a democratic society to be sustained.

Areas of Study	Topic
Course Introduction to Civics and Citizenship Topics or areas of studies will include: <ul style="list-style-type: none"> ○ 2019 Course Overview at a Glance including Assessment ○ Get to know you activities <ul style="list-style-type: none"> ▪ Business Card / Stuff I want to know? ○ Key questions on Civics and Citizenship - Hot Potato ○ Who's, Who quiz <ul style="list-style-type: none"> ▪ The importance of Leadership ○ Internet scavenger hunt <ul style="list-style-type: none"> ▪ Part 1 - Internet scavenger hunt on our Political System? ▪ Part 2 - Internet scavenger hunt on comparing our Political System 	1 Week 3 Lessons
Government and democracy Topics or areas of studies will include: <ul style="list-style-type: none"> ○ Principles of Democracy <ul style="list-style-type: none"> ▪ What is democracy? Democratic Values ○ Government and Parliament <ul style="list-style-type: none"> ▪ Executive government ▪ Formation of government ▪ Political parties ▪ Shaping political choices ○ Australia's system of government – A comparison Indonesia ○ Myanmar and the importance of Democracy? ○ Thinker's Keys - Civics and Citizenship 	5 Weeks 15 Lessons
Law and Citizens Topics or areas of studies will include: <ul style="list-style-type: none"> ○ Key features of Legal System <ul style="list-style-type: none"> ▪ Australia's court system ▪ Victorian state courts / Federal courts ○ Resolving Disputes <ul style="list-style-type: none"> ▪ Dispute resolution methods ▪ Other ways of resolving disputes ○ The notion of Justice ○ The High Court and law-making 	4 Weeks 12 Lessons
Australia Internationally Topics or areas of studies will include: <ul style="list-style-type: none"> ○ Conventions, declarations and Treaties <ul style="list-style-type: none"> ▪ Case Studies - International legal obligations ○ Australia's involvement in Asia and internationally <ul style="list-style-type: none"> ▪ Global citizenship 	4 Weeks 12 Lessons

Assessment Task

1. **FOLIO and REPORT** – An investigation of current newsworthy events, which examines the ways political parties, interest groups, media and individuals influence government and decision-making processes. Students will investigate, describe, analyse and interpret information, from a range of sources.
2. **RESEARCH PROJECT** – Australia's international legal obligations – Common Assessment Task – Students examine Australia's roles and responsibilities within the international context. Students study the purpose and work of the High Court. Using an Inquiry Based Approach students to study a dilemma. Students will use an inquiry and research approach. They will analysis and synthesis information.
3. **CLASS ACTIVITIES** – Students will take part and complete a range of class activities as part of their participation in this subject. These activities will include bookwork, homework, participation, collaboration, eLearning, tests, role-plays, reports, posters etc

Note: Some activities may be changed due to student negotiation and choice

Civics and Citizenship	<h1>Business Card</h1>	The purpose of this activity is to be used as an ice breaker or an introduction to a new group.
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Instructions...

- Think individually and answer the questions on the business card – 5 to 10 minutes
- Pair up using the birthday activity & introduce yourself to each other via your business card – 5 to 10 minutes

Why did you choose to study this subject?	Something you are proud off / an achievement
Name	
What stuff do I want to know about? What issues interest me?	What are you most looking forward learning about in this subject?

Stuff I want to know?

NOTE: Students will have the opportunity to **negotiate** a number of topics (time and requirements permitting).

- Individually **Think** – From your responses above list the things you want to study in the table below?
- **Pair** – Share your responses with your partner
- Brainstorm with students on the board on what legal stuff they want to know
 - Ask students to prioritise where they want to go by placing the highest number next to your most preferred response. (10 responses – Most preferred is 10 and least preferred is 1).
 - In groups tally up your responses in your group. Add up the totals and work out your priority.

What does our group want to know about?	Total	Priority

Activity

Prior Knowledge



1. Participants to pair up
2. Handout one key question for Civics and Citizenship Knowledge from 'The Victorian Curriculum'
3. Give the first pair 3 min to unpacking the key question by
 - a. highlight the key focus or content word(s)
 - b. provide a list of current examples in the space provided
4. Then pass on the key question to the next pair who will read and then add to the response.
5. Do this 4 to 6 times for 2 minutes each.
6. Collect the responses, and each pair to read through the key questions for Civics and Citizenship Knowledge from 'The Victorian Curriculum'

**Key questions
Civics and
Citizenship
Knowledge
Hot Potato
5, 2, 2, 2, 2, 2**

A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:

Key questions	Write your response in the space provided
What influences shape the operation of Australia's political system?	
How does Australia's court system work in support of a democratic and just society?	
How is Australia's democracy defined and shaped by the global context?	
How do citizens participate in an interconnected world?	
How are government policies shaped by Australia's international legal obligations?	
What are the features of a resilient democracy?	

Activity

Auditory, Visual, Kinesthetic,
Tactile

Activity: Write down the name of the individual and their role relating politics. See how many boxes you can fill in before time runs out! You are able to move out of your chair and ask your peers. Remember to introduce yourself.

Who's Who?

Activity

Auditory, Visual, Kinesthetic,
Tactile

Activity: Write down the name of the individual and their role relating politics. See how many boxes you can fill in before time runs out! You are able to move out of your chair and ask your peers. Remember to introduce yourself.

Who's Who? The Answers

			
Tony Abbott	Kevin Rudd	Bob Hawke	Julia Gillard
			
Malcolm Turnbull	Bill Shorten	Clive Palmer	Scott Morrison
			
Peter Dutton	John Howard	Julie Bishop	Paul Keating
			
Denis Napthine	Josh Frydenberg	Pauline Hanson	Richard Di Natale
			
Daniel Andrews	Matthew Guy	Barnaby Joyce	Peter Cosgrove

Activity

Investigation

This activity is aimed at discussing the role of political parties and independent representatives in Australia's system of government including the formation of governments, and explain the process through which government policy is, shaped and developed (VCCCG028)

The importance of Leadership Linked to Who's Who?

Name: _____

Date: _____

Choose an individual related politics from the 'Who's Who' Activity and find out the following information.

Name of Individual	
Political Party	
Time in politics - Start, Finish or Present	
Name of electorate	
Number of constituents (voters) in electorate	
Which house of parliament do they sit in?	
Investigating their role in our political system	
Discuss their importance in our political system.	
Describe a policy (idea or law) they believe in, related to health, education or crime.	
In your opinion, discuss the impact they have made on our political system.	
Other interesting information...	

Work complete by student	Well Above the Standard	Above the Standard	At the standard	Below the Standard	Well below the Standard
Comments					

Activity

E-Learning P1

This activity is aimed at investigating how the contemporary party system operates in Australia's liberal democracy and how governments are formed in parliament.

Internet scavenger hunt on our Political System

Name: _____

Date: _____

Using your device find as many answers to these questions as you can to the following:

What is the full title of our constitution?		1
When did Australia become a nation?		1
Name the three arms of government or the Separation of Powers.		3
Who is the Governor General ?		1
Name two law making functions of the Governor General?		2
How many politicians in total make up the Federal Parliament?		1
What is the upper house of the federal parliament called and how many parliamentarians sit in this house?		2
What electoral system does the upper house of the federal parliament use? How frequent are these elections?		2
What is the lower house of the federal parliament called and how many parliamentarians sit in this house?		2
What electoral system does the lower house of the federal parliament use? How frequent are these elections?		2
What types of laws can the federal parliament make? Provide 3 examples.		3
What electorate do you live in?		1
Who is your local member of the federal parliament?		1
Name the Prime Minister.		1
What is the upper house of the Victorian parliament called and how many parliamentarians sit in this house?		2
What is the lower house of the Victorian parliament called and how many parliamentarians sit in this house?		2
What types of laws can the state parliament make? Provide 3 examples.		3
What is the local council called in this area?		1
Name the Mayor of your local council.		1
What types of laws can your local council make? Provide 3 examples.		3

Work complete by student _____ / 35	Well Above the Standard	Above the Standard	At the standard	Below the Standard	Well below the Standard
Comments					

Activity

E-Learning P2

This activity is aimed at investigating how the contemporary party system operates in Australia's liberal democracy and how governments are formed in parliament.

Internet scavenger hunt on comparing our Political Systems

Name: _____

Date: _____

Using your device find as many answers to these questions as you can to the following:

	Federal Parliament	Victorian Parliament
Who is the Queen's Representative?		
Name of current Queen's Rep.		
Name one function of the Queen's representative?		
How many politicians make up the federal and Victorian parliament?		
What is the upper house of the federal and Victorian parliament called and how many parliamentarians sit in each house?		
What electoral system does the federal and Victorian parliament use? How frequent are these elections?		
What is the lower house of the federal and Victorian parliament called and how many parliamentarians sit in this house?		
What electoral system does the lower house of the federal and Victorian parliament use? How frequent are these elections?		
What is the federal and Victorian parliament responsible for or what types of laws can it make? Provide 3 examples.		
What is government and how is it formed? Who is the government at the federal and state level?		
Name the head of the government in each parliament.		

Thinker's Keys are a range of 20 question starters developed by Tony Ryan in 1990. They are designed to engage and motivate students in divergent thinking activities and provide a framework for teachers when developing units of work. The thinker's keys include:

A Summary of the 20 Thinker's Keys	
The Alphabet	Compile a list of words from A to Z related to the topic.
The Alternatives	Using creative examples come up with a number of alternatives.
The Bar	Use BAR to improve the use of a legal object. B = Bigger, A = Add & R = Remove or Replace
The Brainstorming	Brainstorm a number of solutions to a problem. Use an APC – Alternatives, Possibilities or Choices to narrow down your focus.
The brick Wall	Find the different (Creative) ways of dealing with a situation.
The Combination	Try to find the common attributes to unmatched objects or list the attributes of two dissimilar objects e.g. Combine all the attributes to make a single object
The Commonality	Select two objects with little to do with each other and find the point of commonality.
The Construction	Using everyday materials or items come up with a creative use of these objects, related them to your topic (Legal Studies).
The Different Uses	Come up with some imaginary uses for a chosen object related to your topic. E.g. find 10 uses for empty plastic yoghurt containers in a court room
The Disadvantages	List the problems and try to find solutions to these problems.
The Forced Relationship	With the use of dissimilar objects come up with a solution to using these items.
The Interpretation	Describe an unusual combination or situation, be creative but justify your view.
The Inventions	With the use of unusual materials related to the topic come up with an invention to assist the legal system.
The Picture	Using a simple diagram, which has no relevance; try to work out a link to the topic in question.
The Prediction	Think of possible outcomes to a set of given circumstances in the future
The Question	Start with the answer and come up with at least 5 to 10 questions.
The Reverse	When using listing questions, use words such as cannot, never or would not (Reverse your list). E.g. name 10 things you cannot eat
The Ridiculous	Make a ridiculous statement that would be difficult to implement and try to justify it.
The Variations	Find as many ways as you can to get around an obstacle.
The What If	Using a graphic organiser ask a what if (serious or frivolous) question related to the topic.

Source – Thinker's Keys activity taken from "Learning to Think" - Micheal Pohl - Hawker Brownlow Education 2000

The Definition	Define a term
The Inventory	Create a list for a given topic
The Statement	State what you know about a given topic
The Mnemonic	Develop a Mnemonic as a memory aide by using the first letter of each word to stand for something.
The Principle	Identify the key principles of a rule, process or outcome
The Justification	Identify the reasons for a rule, process or outcome

Critical & Creative Thinking

Thinker's keys have been designed to develop a broad range of thinking skills and abilities. This tool assists with analytical, critical and creative thinking abilities of students. These activities can be done as an individual, a pair or a group.

Thinker's keys – Civics & Citizenship

<p>1 The Reverse List 10 ways other than social media to influence change in a government policy such as health, education or disability. Or List 10 things that would happen if we did not have a political system.</p>	<p>2 The What if? Using a detailed graphic organiser identify the values and key features of Australia's system of government. Or What would our system of government look like if the key features of the Indonesian system of government were transplanted in Australia?</p>	<p>3 The Disadvantages What are some disadvantages of the minority government? or What are some disadvantages the influence of the media on how citizens' political choices are shaped? Suggest some possible solutions to these problems.</p>	<p>4 The Combination List and combine some of the attributes of a Politician and Peacekeeper. What qualities would we look for?</p>	<p>5 The Alphabet List A to Z words associated with the Parliament or Government. Or List A to Z words associated with Australia's involvement with the United Nations.</p>
<p>6 The Bar Use BAR to improve the Parliament B = What would you make bigger? A = What would you add? R = What would you remove or replace? Justify your answers with reasons.</p>	<p>7 The Variation Suggest many ways that our Parliament can incorporate the use of social media to influence people's understanding of issues.</p>	<p>8 The Picture What could this picture have to do with 'Australia's involvement in the Asia region'? Explain. </p>	<p>9 The Prediction Suggest possible changes to the United Nations in next 20 years. Or Suggest possible changes to the role of the Prime Minister in the next 20 years.</p>	<p>10 The Different Uses Find 10 different uses for a Ballot Paper within our community.</p>
<p>11 The Ridiculous Try to justify or substantiate this statement: 'Asylum seekers will make a huge impact on our way of life.'</p>	<p>12 The commonality What are the commonalities between Parliament and the United Nations?</p>	<p>13 The Question The answer is ... "good global citizenship" ... Or The answer is "bureaucracy and policy-making" What are 10 possible questions?</p>	<p>14 The Brainstorming Brainstorm 5 solutions each for problems with a hung parliament.</p>	<p>15 The Invention Invent a new way of determining government without a ballot box. Be creative.</p>
<p>16 The Interpretation Give some possible reasons for closer ties to our Asian region.</p>	<p>17 The Brick Wall Consider some alternatives to Political Parties.</p>	<p>18 The Construction Using coloured pencils design a symbol for the formation of governments. Or Using coloured pencils design a symbol for the three arms of government.</p>	<p>19 The Forced Relationship How might the opposition use some or all of the following to determine a case – Post-it-note, chair, paper clips and a bottle.</p>	<p>20 The Alternative List some ways to persuade citizens' electoral choices other than public debate, media, opinion polls, advertising, interest groups and political party campaigns.</p>

Work complete by student ____ / 35	Well Above the Standard	Above the Standard	At the standard	Below the Standard	Well below the Standard
Comments					

Activity

Prior Knowledge

This activity is aimed at ascertain prior knowledge related to rights and how they are protected in our community, and which rights are covered by the High Court and Australia's international legal obligations.

Australia's international legal obligations

Introduction

Rights in Australia have been viewed as a matter of fundamental importance reflecting the democratic nature of our society. Australia has a strong tradition of upholding and protecting rights, however, that is not to say that we have not has some Human Rights abuses. Australia is the *only English-speaking country in the world* that does not have a comprehensive Bill of Rights.

Examples of Rights in our Society	How is this right protected?			
	Australian Constitution	High Court	Legislation or Statutes	International Treaty
The right to life, liberty and safety				
The right to vote				
The right to have adequate food				
The right to have basic clothing, shelter and health care				
The right to be treated as innocent until proven guilty				
The right to privacy and personal security				
The right to a nationality				
The right to leisure hours				
The right to have employment (and unemployment benefits)				
The right to own property (and paid compensation if the government acquires it)				
Freedom from slavery				
Freedom from unlawful detention, arbitrary arrest or exile				
Freedom of thought, conscience and religion				
The right of peaceful assembly, opinion and expression				
Equality before the law (regardless of sex ethnicity age ability etc)				
Freedom of Religion				
Freedom from torture and cruel or degrading punishment				
Freedom of speech (however the laws of libel obscenity blasphemy sedition defamation and slander must be observed)				
Freedom of the media (newspapers, radio, television and the Internet)				
Freedom of Interstate Trade and Commerce				
Freedom from discrimination against someone on the basis of that person's state residence				
Acquiring property under just terms				
Freedom of association (the right to join political parties and unions)				
The right to free political communication				
The right to jury trial				
Freedom of assembly (the right to hold meetings in public)				
Freedom of information				

Introduction

Rights in Australia have been viewed as a matter of fundamental importance reflecting the democratic nature of our society. Australia has a strong tradition of upholding and protecting rights, however, that is not to say that we have not has some Human Rights abuses. Australia is the *only English-speaking country in the world* that does not have a comprehensive Bill of Rights.

Examples of Rights in our Society	How is this right protected?			
	Australian Constitution	High Court	Legislation or Statutes	International Treaty
The right to life, liberty and safety				
The right to vote				
The right to have adequate food				
The right to have basic clothing, shelter and health care				
The right to be treated as innocent until proven guilty				
The right to privacy and personal security				
The right to a nationality				
The right to leisure hours				
The right to have employment (and unemployment benefits)				
The right to own property (and paid compensation if the government acquires it)				
Freedom from slavery				
Freedom from unlawful detention, arbitrary arrest or exile				
Freedom of thought, conscience and religion				
The right of peaceful assembly, opinion and expression				
Equality before the law (regardless of sex ethnicity age ability etc)				
Freedom of Religion				
Freedom from torture and cruel or degrading punishment				
Freedom of speech (however the laws of libel obscenity blasphemy sedition defamation and slander must be observed)				
Freedom of the media (newspapers, radio, television and the Internet)				
Freedom of Interstate Trade and Commerce				
Freedom from discrimination against someone on the basis of that person's state residence				
Acquiring property under just terms				
Freedom of association (the right to join political parties and unions)				
The right to free political communication				
The right to jury trial				
Freedom of assembly (the right to hold meetings in public)				
Freedom of information				

GLOSSARY of KEY TERMS

This activity is aimed at providing a definition or meaning of the following terms associated with the role of the High Court and Australia's international legal obligations.

Australia's international legal obligations

Using your textbook, the internet or other source provide a definition or meaning of the following terms but write it in your own words. When providing an answer to each definition students should include the following indicators and include:

- **Statement** – Make a **statement** **S** in response to the definition.
- **Expand or explain** **E** on the main point/s – here you elaborate or provide detail on your definition.
- **Demonstrate** **D** your understanding with a relevant example or embed the stimulus material in your answer.

Words associated with role of the High Court and Australia's international legal obligations.

Term	Provide a definition or meaning of these terms but use your own words to do so.
Bilateral treaty	
Convention	
Declaration	
External affairs power	
International instruments	
International law	
Landmark case	
Multilateral treaty	
Ratification	
Representative government	
Residual laws	
Signatory	
Sovereignty	
Treaty	
Unconstitutional	
United Nations	

Using your textbook, the internet or other source provide a definition or meaning of the following terms but write it in your own words. When providing an answer to each definition students should include the following indicators and include:

- **Statement** – Make a **statement** **S** in response to the definition.
- **Expand or explain** **E** on the main point/s – here you elaborate or provide detail on your definition.
- **Demonstrate** **D** your understanding with a relevant example or embed the stimulus material in your answer.

Words associated with role of the High Court and Australia's international legal obligations.

Term	Provide a definition or meaning of these terms but use your own words to do so.
convention	Legally binding agreement between states (used synonymously with treaty and covenant)
declaration	An international human rights agreement that is not legally binding
external affairs power	Law-making power of the Commonwealth Parliament, which enables it to enact laws that reflect and support an international treaty or convention to which Australia is a party; section 51(29) of the Australian Constitution
international instruments	Documents relevant to international human rights law and the protection of human rights in general
international law	Set of rules generally regarded and accepted as binding in relations between states and between nations
landmark case	A court case that is studied because it has historical and legal significance
ratification	The international act whereby a state indicates its consent to be bound to a treaty
representative government	A system of government where electors vote for elected officials to act on their behalf
residual laws	Law-making powers that can only be exercised by the states, including law enforcement, environment, public transport, education and health
signatory	A party that has signed an agreement, especially a state that has signed a treaty
sovereignty	The ability of a state to exercise effective control of a territory within recognised borders
treaty	A legally binding agreement under international law entered into by actors (states and international organisations)
unconstitutional	A law that is deemed by the High Court of Australia to violate or offend the Australian Constitution
United Nations	An intergovernmental organisation that aims to promote international co-operation
bilateral treaty	An agreement between two states
multilateral treaty	An agreement between two or more states

Case Study

This activity is aimed at providing an explanation of the values and key features of Australia's system of government compared with at least one other system of government in the Asia region.

Myanmar and the importance of Democracy

Read through the following information and take skinny notes on the right hand side next to each paragraph, that is summarise the main points of each paragraph.

Aung San Suu Kyi proclaimed a triumph for the Burmese people as her party claimed to have won every single seat it contested in historic elections. Speaking to a crowd of cheering supporters at the NLD's headquarters in Yangon Aung San Suu Kyi called on all parties to support reconciliation and said the election marks a 'new era' for the country, given the lack of opportunity to vote after the years of military rule from 1962 to 2011.

Her supporters burst into cheers and danced in the streets yesterday when the NLD declared that Miss Suu Kyi had pulled off the once-seemingly impossible and won a seat in Burma's parliament. The 66-year-old Nobel Peace Prize winner was praised by the people after she beat two rival candidates in a by-election.

Power to the people: She told supporters gathered in Yangon she hoped there would now be more opportunities for the people to be involved in the government of Burma. 'We won! We won!' cried her supporters as they danced and waved red party flags and declared that the people's victory had taught the old military-backed rulers a lesson. In the past protests against hardship have been met with ruthless crackdowns by the military. Hundreds, including monks, have died in clashes with troops in the streets. But according to her party Miss Suu Kyi's place in parliament marks the start of reforms the people had been praying for.

Ms Suu Kyi stated that the historical by-elections are seen as an important vote of confidence for the country as it continues on the road to political and diplomatic reform

While many voters accepted that Miss Suu Kyi might not have much influence in parliament at this stage, one supporter, Go Khehtay, summed up the hopes of many when he said: 'One day, I believe she'll be able to bring real change.' Mr Khehtay lived in a community of 3,000 farmers, typical of villages in Burma, having no electricity or running water.

Burma, which has a population of 60million and was once part of the British Empire, has endured years of economic sanctions imposed as a result of human rights abuses.

Learning activities

- 1 Read through the above information and make skinny notes on the right hand side next to each paragraph, by summarising the main points of each paragraph.
- 2 Imagine the opportunity to vote after many years military rule from 1962 to 2011. Explain the importance of democracy to the people of Myanmar or Burmese people?
- 3 To what extent does democracy give people hope? In your response use evidence from this case study.
- 4 Read through the information on Myanmar Rohingya: What you need to know about the crisis?' and take skinny notes on the right hand side next to each paragraph, summarising the main points of each paragraph
- 5 Do online research to find out about the progress made in Myanmar today relating to both democracy and the Rohingya people.
- 6 As a class work through the OPV Activity and come to a conclusion about the nature of democracy in Myanmar.



Aung San Suu Kyi claims victory for the Burmese people (image taken from the dailymail.co.uk)

Case Study

This activity is aimed at providing an explanation of the values and key features of Australia's system of government compared with at least one other system of government in the Asia region.

Myanmar Rohingya: What you need to know about the crisis?

Read through the following information and take skinny notes on the right hand side next to each paragraph, that is summarise the main points of each paragraph.

The plight of hundreds of thousands of Rohingya people is said to be the world's fastest growing refugee crisis. The following article was written by the BBC on the 24 April, 2018. <https://www.bbc.com/news/world-asia-41566561>

Risking death by sea or on foot, nearly 700,000 have fled the destruction of their homes and persecution in the northern Rakhine province of Myanmar (Burma) for neighbouring Bangladesh since August 2017. The United Nations described the military offensive in Rakhine, which provoked the exodus, as a "textbook example of ethnic cleansing". Myanmar's military says it is fighting Rohingya militants and denies targeting civilians.

Who are the Rohingya?

The Rohingya, who numbered around one million in Myanmar at the start of 2017, are one of the many ethnic minorities in the country. Rohingya Muslims represent the largest percentage of Muslims in Myanmar, with the majority living in Rakhine state. They have their own language and culture and say they are descendants of Arab traders and other groups who have been in the region for generations. But the government of Myanmar, a predominantly Buddhist country, denies the Rohingya citizenship and even excluded them from the 2014 census, refusing to recognise them as a people. It sees them as illegal immigrants from Bangladesh.

Since the 1970s, Rohingya have migrated across the region in significant numbers. Estimates of their numbers are often much higher than official figures. In the last few years, before the latest crisis, thousands of Rohingya were making perilous journeys out of Myanmar to escape communal violence or alleged abuses by the security forces.

Why are they fleeing?

The latest exodus began on 25 August 2017 after Rohingya Arsa militants launched deadly attacks on more than 30 police posts. Rohingyas arriving in an area known as Cox's Bazaar - a district in Bangladesh - say they fled after troops, backed by local Buddhist mobs, responded by burning their villages and attacking and killing civilians. At least 6,700 Rohingya, including at least 730 children under the age of five, were killed in the month after the violence broke out, according to Medecins Sans Frontieres (MSF).

Amnesty International says the Myanmar military also raped and abused Rohingya women and girls. The government, which puts the number of dead at 400, claims that "clearance operations" against the militants ended on 5 September, but **BBC correspondents have seen evidence** that they continued after that date. At least 288 villages were partially or totally destroyed by fire in northern Rakhine state after August 2017, according to analysis of satellite imagery by Human Rights Watch.

Extent of destruction

Human Rights Watch say most damage occurred in Maungdaw Township, between 25 August and 25 September 2017 - with many villages destroyed after

5 September, when Myanmar's de facto leader, Aung San Suu Kyi, said security force operations had ended.

What is the scale of the crisis?

The UN says the Rohingya's situation is the "world's fastest growing refugee crisis". Before August, there were already around 307,500 Rohingya refugees living in camps, makeshift settlements and with host communities, according to the UNHCR. A further 687,000 are estimated to have arrived since August 2017. Most Rohingya refugees reaching Bangladesh - men, women and children with barely any belongings - have sought shelter in these areas, setting up camp wherever possible in the difficult terrain and with little access to aid, safe drinking water, food, shelter or healthcare.

The largest refugee camp is Kutupalong but limited space means spontaneous settlements have sprung up in the surrounding countryside and nearby Balukhali as refugees keep arriving. While numbers in the Kutupalong refugee camp have reduced from a high of 22,241 to 13,900, the number living in makeshift or spontaneous settlements outside the camp has climbed from 99,495 to more than 604,000. Most other refugee sites have also continued to expand - as of mid-April 2018, there were 781,000 refugees living in nine camps and settlements. There are also around 117,000 people staying outside the camps in host communities.

What is being done by the international community?


The need for aid is overwhelming. With the monsoon season approaching, work has begun to re-locate some refugees from the camps most at risk of flooding or landslides and in other sites, work has been taking place to improve drainage channels and strengthen shelters.

- About **70% of the one million refugees** are now receiving food aid, according to the Inter Sector Coordination Group report from mid-April 2018.
- **Almost 100,000** people have been treated for malnutrition
- Large-scale vaccination programmes have been launched to try to minimise the risk of disease. By mid-January 2018, **315,000** children under 15 years of age had received a five-in-one vaccination, including cover for diphtheria, tetanus and whooping cough.
- **47,639** temporary emergency latrines have been built Bangladesh military
- There has been widespread condemnation of the Myanmar government's actions but talk of sanctions has been more muted:
- **The UN Security Council** appealed to Myanmar to stop the violence but no sanctions have been imposed
- The UN's human rights chief Zeid Ra'ad al-Husseini has said an act of genocide against Rohingya Muslims by state forces in Myanmar **cannot be ruled out**
- **The US** urged Myanmar's troops to "**respect the rule of law**, stop the violence and end the displacement of civilians from all communities"
- **China** says the international community "should support the efforts of Myanmar in safeguarding the stability of its national development"
- **Bangladesh** plans to build more shelters in the Cox's Bazaar area but also wants to limit their travel to allocated areas
- **Myanmar** urged displaced people to find refuge in temporary camps set up in Rakhine state. In November Bangladesh signed a deal with Myanmar to return hundreds of thousands of Rohingya refugees, but few details have been released
- **The UK** has pledged £59m in aid to support those fleeing to Bangladesh. UK Prime Minister Theresa May also said the military action in Rakhine had to stop. The UK has suspended training courses for the Myanmar military

Activity – OPV

This activity is aimed at providing an explanation of the values and key features of Australia’s system of government compared with at least one other system of government in the Asia region.

Is the Myanmar Government breaching its Human Rights Commitments with the Rohingya people?

<p>Other Peoples View</p> <p>TOOL ICON & EXPLANATION The curved arrow looks through their eyes of another person.</p>  <p>EXPLANATION OF TOOL The O.P.V. helps us look at other people’s viewpoints. It is an exploration tool.</p> <p>INFORMATION ABOUT THE TOOL The O.P.V. tool directs attention to the views of specific people, not just other views in general. The O.P.V. requires “stepping into the shoes” of the other people involved.</p> <p>STEPS Using the O.P.V. involves two steps: 1. List the people involved. 2. Then find out their views.</p> <p>Scan widely. Include both those directly and indirectly involved. To find out others’ views, imagine what they think, do a KVI or an A.P.C. to list the possible views, ask the people to express their views</p> <p>GRAPHIC ORGANISER This graphic identifies who’s involved and what is their role...</p>	<p>In groups of three identify the Position / Beliefs of the following groups in relation to the question of Myanmar and the Rohingya people.</p> <p>What are the key values involved for each group?</p> <p style="text-align: center;">↓</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Groups representing Rohingya Muslims</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Groups representing the government of Myanmar</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Groups representing Amnesty International</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Groups representing the UNHCR</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Groups representing the Bangladesh government</div> <div style="border: 1px solid black; padding: 5px;">Groups representing the Myanmar People</div> </div> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p style="text-align: center;">Is the Myanmar Government breaching its Human Rights Commitments with the Rohingya people?</p> </div>
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Discuss how social media is used to influence people’s understanding of issues

The impact of Social Media

In pairs, complete the following A to Z table on what prior knowledge you have about the impact of social media to influence people’s understanding of issues.

A	
B	
C	
D	
E	
F	e.g. facebook can target groups of people and political campaigns
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Read through the following information and take skinny notes on the right hand side next to each paragraph, that is summarise the main points of each paragraph.

The use of social media in politics including Twitter, Facebook and YouTube has dramatically changed the way campaigns are run and how [voters] interact with their elected officials. The prevalence of social media in politics has made elected officials and candidates for public office more accountable and accessible to voters. And the ability to publish content and broadcast it to millions of people instantaneously allows campaigns to carefully manage their candidates' images based on rich sets of analytics in real time and at almost no cost.

1. Direct Contact With Voters

Social media tools including Facebook, Twitter and Youtube allow politicians to speak directly to voters without spending a [cent]. Using those social media allows politicians to circumvent the traditional method of reaching voters through paid advertising or earned media.

2. Advertising without Paying For Advertising

It has become fairly common for political campaigns to produce commercials and publish them for free on YouTube instead of, or in addition to, paying for time on television or the radio. Often times, journalists covering campaigns will write about those YouTube ads, essentially broadcasting their message to a wider audience at no cost to the politicians.

3. How Campaigns Go Viral

Twitter and Facebook have become instrumental in organizing campaigns. They allow like-minded voters and activists to easily share news and information such as campaign events with each other. That's what the "Share" function on Facebook and "retweet" feature of Twitter are for. Donald Trump used Twitter heavily in his 2016 presidential campaign. "I like it because I can get also my point of view out there, and my point of view is very important to a lot of people that are looking at me," Trump said.

4. Tailoring the Message to the Audience

Political campaigns can tap into a wealth of information or analytics about the people who are following them on social media, and customize their messages based on selected demographics. In other words, a campaign may find one message appropriate for voters under 30 years old will not be as effective with over 60 years old.

5. Fundraising

Some campaigns have used so-called "money bombs" to raise large amounts of cash in short period of time. Money bombs are typically 24-hour periods in which candidates press their supporters to donate money. They use social media such as Twitter and Facebook to get the word out, and often tie these money bombs to specific controversies that emerge during campaigns.

6. Controversy

Direct access to voters also has its down sides. Handlers and public-relations professionals often manage a candidate's image, and for good reason: Allowing a politician to send out unfiltered tweets or Facebook posts has landed many a candidate in hot water or in embarrassing situations.

7. Feedback

Asking for feedback from voters ... can be a good thing. And it can be a very bad thing, depending on how politicians respond. Many campaigns hire staffers to monitor their social media channels for negative response and scrub anything unflattering. But such a bunker-like mentality can make a campaign appear defensive and closed off from the public. Well run modern day campaigns will engage the public regardless of whether their feedback is negative or positive.

8. Weighing Public Opinion

The value of social media is in its immediacy. Politicians and campaign do absolutely nothing without first knowing how their policy statements or moves will play among the electorate, and Twitter and Facebook both allow them to instantaneously gauge how the public is responding to an issue or controversy. Politicians can then adjust their campaigns accordingly, in real time, without the use of high-priced consultants or expensive polling.

9. It's Hip

One reason social media is effective is that it engages younger voters. Typically, older [voters] tend to make up the largest portion of voters who actually go to the polls. But Twitter and Facebook have energized younger voters, which has had a profound impact on elections.

10. The Power of Many

Social media tools have allowed [voters] to easily join together to petition the government and their elected officials, leveraging their numbers against the influence of powerful lobbyists and monied special interests. Make no mistake, lobbyists and special interest still have the upper hand, but the day will come when the power of social media allows like-minded citizens to join together in ways that will be just as powerful.

Using the class activities on social media write a newspaper editorial for one of the daily papers taking a position either agreeing or disagreeing with the role that social media plays in influencing the understanding of issues.

Topic

'Social Media has no place in any modern political system. Australia should limit the use of social media in political campaigns due to the impact of 'Fake News'.

Do you agree? In your editorial discuss the effectiveness (positive or negative points) of Social Media.

Due Date: _____

Word Limit: 300 words

Presentation: Editorial Format / Report which includes:

1. Take a position regarding the topic – agree or disagree
2. Present evidence as part of your editorial
3. Present at least 4 points of discussion
4. Use a range of sources from your research and class activities

Assessment criteria Total marks: _____ / 25	Very High (5)	High (4)	Medium (3)	Low (2)	Very Low (1)	Not Shown (0)
1. Students develop an argument, incorporating evaluation of different interpretations and points of view, supported by reasoning and evidence (Year 10 Strand).						
2. Students develop and present their ideas, opinions and positions on Social Media respond to different interpretations and points of view,(Year 10 Strand)						
3. Students compare what occurs in Australia's and internationally, using a range of sources including print and electronic material.						
4. When researching, students evaluate a questions to inform an inquiry about the Social Media and critically analyse information gathered from a range of sources (Year 9 Strand)						
5. Report is completed with the relevant detail and is submitted by the due date.						