

Democracy in Action

ACHCK061 ACHCK062

Year 8

Essential concepts:

- Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.
- Students continue to build on their understanding of the concepts of the Westminster system, democracy and participation. They investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy. Students explore the different perspectives of Australian identity.

Achievement standard:

- Students construct a range of questions and use a variety of methods to select, collect and organise information and/or data from appropriate sources. They develop criteria to determine the usefulness of primary and/or secondary sources for a purpose. When interpreting sources, students identify their origin and purpose, and distinguish between fact and opinion. They interpret information and/or data to identify points of view/perspectives, relationships and/or trends, and to sequence events and developments. Students apply subject-specific skills to translate information and/or data from one format to another, in both familiar and unfamiliar situations. They draw simple evidence-based conclusions in a range of contexts. Students represent information and/or data in appropriate formats to suit audience and purpose. They develop texts using appropriate subject-specific terminology and concepts. Students use evidence to support findings and acknowledge sources of information.
- Students explain the types of laws and how laws are made within the Westminster system and describe the rights and responsibilities of participants in the process. They apply aspects of democracy to case studies and explain the freedoms that underpin Australia's democratic values.

Curriculum descriptor	Suggested Lessons	Resources	Assessment	Excursions
Content: ACHCK061 ACHCK062 Skills: WAHASS64	Lesson 1: Focus Questions: <ul style="list-style-type: none"> • What is a democracy? • How did Australia become a democratic nation? 1. Class brainstorm "what is democracy"? As a class, compile a range of questions to enable a deeper understanding of the concept.	VIDEO BTN What is democracy? 4m09s DIA Template worksheet		

<p>Cross Curriculum Priorities: ATSIHC</p> <p>General Capabilities: L, N, CCT, PSC, EU</p>	<ol style="list-style-type: none"> 2. Watch Behind the News, (BTN), video to complement current understandings and answer some of the questions posed. 3. In small groups, students research a key historical event to create a democracy timeline. Each group presents key event in date order (template provided). 4. Students provide a definition on what a democracy is and answer a reflection question. What does the timeline tell us about the concept of democracy? Discuss answers as a class. 			
<p>Content: ACHCK061 ACHCK062</p> <p>Skills: WAHASS67 WAHASS70</p> <p>Cross Curriculum Priorities: AAA</p> <p>General Capabilities: L, N, ICT, CCT, PSC, EU</p>	<p>Lesson 2: Focus Questions:</p> <ul style="list-style-type: none"> • What type of democracy does Australia have? • What are some of the key features of Australia's democracy? <ol style="list-style-type: none"> 1. In pairs, students select a method for recording information to compare Australia's democracy with another country's democracy. Consider these three aspects: <ul style="list-style-type: none"> • Type of democracy, e.g. parliamentary or presidential. • Voting system, e.g. compulsory or non-compulsory. • Rights and freedoms that underpin democracy, e.g. freedom of speech, freedom of assembly. 2. Students justify which democracy they prefer (i.e. Australia or the other country). 3. Compare student's decision against the country's world ranking on democracy. 	<p>ABC Science - what are the different types of democracy?</p> <p>Democracy Building Info – Different Systems of Democracy</p> <p>ABC News – Chart of the Day</p> <p>Roots of American Government – the meaning of democracy</p> <p>Suggested list of countries</p>		<p>Visit to the Constitutional Centre of WA</p> <p>Democracy in Action In this program students will work in collaboration to: look at the origins of democracy, investigate types of democracies, classify the rights and responsibility of Australian citizenship. Students will look more closely into the freedoms of speech, religion, movement, media, assembly and association. Make a booking</p>
<p>Content: ACHCK061</p> <p>Skills: WAHASS75</p>	<p>Lesson 3: Focus Questions:</p> <ul style="list-style-type: none"> • What freedoms underpin Australia's democracy? • Can these freedoms be limited/restricted? <ol style="list-style-type: none"> 1. Discuss key freedoms; assembly, association, movement, media, religion. Define and explain each. Can these freedoms be restricted through laws? 	<p>VIDEO BTN Freedom of Speech 3m52s</p> <p>Australian Government – Department of Home Affairs – Learn about</p>		

<p>Cross Curriculum Priorities: ATSIHC, S</p> <p>General Capabilities: L, ICT, CCT, PSC, EU</p>	<p>2. In small groups, students reflect on one freedom. Each group creates and performs a 60 second sketch to demonstrate how that freedom enables people to actively participate in society.</p> <p>3. Students may choose to illustrate a current issue they feel strongly about within their performance. For example, climate change, sustainability, #MeToo movement, indigenous reconciliation or gender pay gap.</p> <p>4. Ask students, are any of these freedoms more important than others? Students justify their answers.</p>	<p>being an Australian citizen</p>		
<p>Content: ACHCK061</p> <p>Skills: WAHASS70 WAHASS77</p> <p>Cross Curriculum Priorities: ATSIHC</p> <p>General Capabilities: L, N, CCT, PSC, EU</p>	<p>Lesson 4: Focus Questions:</p> <ul style="list-style-type: none"> How do our freedoms enable active participation in Australia's democracy? Are there any aspects of Australia's democracy that need improving? <p>1. Assessment task: students write a case study of freedoms on a historical cause or issue, 300 words. Students explain how at least two freedoms enabled active participation in an historical Australian cause/issue.</p> <p>2. Class discussion questions: what do you like about living in a democracy? What improvements could be made?</p> <p>3. Assess how Australia scored against criteria in the world rankings on democracy and freedoms.</p>	<p>Freedom House – Freedom in the World Countries</p> <p>The Economist Intelligence Unit – Democracy Index 2018</p> <p>Suggested list of an Australian historical cause</p>	<p>DIA assessment task and marking rubric</p>	

Key			
ATSIHC	Aboriginal and Torres Strait Islander histories and cultures	PSC	Personal and social capability
AAA	Asia and Australia's engagement with Asia	EU	Ethical Understanding
S	Sustainability	IU	Intercultural Understanding
L	Literacy	ICT	Information and Technology capability
N	Numeracy	CCT	Critical and creative thinking