Professional learning activity: Mapping issues to the Victorian Curriculum for Civics and Citizenship Levels 3–10

**Activity suggested duration:** 60 minutes

**Activity description:** This activity asks participants to brainstorm issues and map them to an appropriate content description in the Victorian Curriculum Civics and Citizenship. This activity requires the team to be split into three groups, one for each strand of the curriculum. This activity should illustrate for participants the ways in which the three strands of the curriculum can be taught separately or integrated depending on the issue.

**Required resources**: brainstorming tools such as butcher’s paper, a whiteboard (or a digital alternative), scissors, glue and pens

**Learning leader preparation:**

* Print [Victorian Curriculum for Civics and Citizenship 3–10 Scope and Sequence](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/civics-and-citizenship/introduction/scope-and-sequence). Read the rationale section and consider the intent and focus of the curriculum to help prepare for this activity.
* Read 1.1.
* Identify contemporary issues currently in the news.

**Participant preparation:**

* Read 1.1.
* Identify contemporary issues currently in the news.

Activity steps

1. Participants brainstorm issues and events that have occurred in the last 12–18 months. These can be global but should have local, state or national relevance. (10 minutes)
2. Split the participant group into three. Each group will be working on a different strand of the curriculum.
3. Using butcher’s paper and the printed Civics and Citizenship curriculum, match the issues to strands and content descriptions. An example is included below. (15 minutes)
4. Whole group discussion: How can some issues transcend and incorporate content descriptions from all three strands? (5 minutes)
5. Look at the relevant parts of an achievement standard and consider the following: (5 minutes)

* What do students already know and are able to do?
* What is the relationship between the contemporary issue, content description and achievement standard?
* What might student learning look like when demonstrating this part of the achievement standard when exploring a contemporary issue?
* What would a student be expected to know and be able to do in relation to the contemporary issue?

1. Whole group reflection: What might a learning and teaching program implementing the program look like? (5 minutes)
2. Use a collaborative decision-making process, such as ranking or voting, to decide which issues would be best to illustrate and apply the content descriptions that each group has been working with. (20 minutes)

Example for Levels 7–8, Government and Democracy

It is important to read the achievement standards and content descriptions together.

**Achievement standard (extracts):**

By the end of Level 8, students will be able to:

* explain features of Australia’s system of government, and the purpose of the Constitution in Australia’s representative democracy
* analyse features of Australian democracy
* explain features that enable active participation
* analyse issues about national identity in Australia and the factors that contribute to people’s sense of belonging
* identify ways they can be active and informed citizens, and take action, in different contexts

**Content descriptions:**

* Describe key features of government under the Australian Constitution, including the separation of powers, the Executive, the role of the Houses of Parliament, and the division of powers ([VCCCG018](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG018))
* Discuss the freedoms that enable active participation in Australia’s democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement ([VCCCG019](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG019))
* Explain how citizens can participate in Australia's democracy, including the use of the electoral system, contact with their elected representatives, use of lobby groups, interest groups and direct action ([VCCCG020](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG020))
* Describe the process of constitutional change through a referendum ([VCCCG021](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG021))

**Possible issue ideas:**

* national cabinet meetings in response to the COVID-19 pandemic
* treaty process for Victoria
* Indigenous representation in government
* election timing
* reducing the election voting age from 18 to 16
* climate litigation
* anti-coal direct action protests
* lobby groups in federal parliament (the *Big Deal* documentary)
* implementation of actions described in the *Uluru Statement from the Heart*