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**CIVICS AND CITIZENSHIP**

**Who are we?**

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| **Unit name:** Who Are We? | **BAND:** Level 7 – 8 | **Time:** 7 x 60 mins |
| **Civics and Citizenship Strand/s:**  Citizenship, Diversity and Identity | | |
| **Learning intention:** Students will explore different perspectives about Australian national identity and values. They will understand how national identity can shape a sense of belonging and factors that contribute to this. | | |

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| **CIVIC PARTICIPATION ACTIVITY** | In pairs, students plan and carry out a community investigation of what it means to be Australian. |
| **PRIOR LEARNING** | Students should be able to identify different points of view on a contemporary issue relating to democracy and citizenship and be familiar with the concept of globalization. |

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| **CIVICS AND CITIZENSHIP CONTENT** | | | | |
| **STRAND** | **CONTENT DESCRIPTIONS** | **ACHIEVEMENT STANDARDS** | | |
| **Citizenship, Diversity and Identity** |  | ***Students working at Level 5–6 will be able to:*** *(extract only)* | ***Students working at Level 7–8 will be able to:*** *(extract only)* | ***Students working at Level 9–10 will be able to:*** *(extract only)* |
| Describe how Australia is a secular nation and a multi-faith society. ([VCCCC024](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC024)) | * Explain what it means to be an Australian citizen and how people can participate as global citizens. | * Identify the importance of shared values. | * Analyse a range of factors that influence identities and attitudes to diversity. |
| Identify how values can promote cohesion within Australian society, including the values of freedom, respect, inclusion, civility, responsibility, compassion, equality and a “fair go”. ([VCCCC025](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC025)) | * Analyse contemporary issues and use evidence to support a point of view about civics and citizenship issues. | * Explain different points of view and explain the diverse nature of Australian society. |  |

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| **Citizenship, Diversity and Identity** |  | ***Students working at Level 5–6 will be able to:*** *(extract only)* | ***Students working at Level 7–8 will be able to:*** *(extract only)* | ***Students working at Level 9–10 will be able to:*** *(extract only)* |
| Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others’ perception of them. ([VCCCC026](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC026))  Examine how national identity can shape a sense of belonging and examine different perspectives about Australia’s national identity, including Aboriginal and Torres Strait Islander peoples' perspectives. ([VCCCC027](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC027)) | * Identify possible solutions to an issue as part of a plan for action. | * Identify ways they can be active and informed citizens, and take action, in different contexts. | * Evaluate a range of factors that sustain democratic societies and analyse ways they can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities. |

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| **LEARNING ACTIVITIES** | **TEACHING NOTES** |
| **AUSTRALIAN IDENTITY** | |
| **Lessons 1 and 2** ([VCCCC024](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC024http:/victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC024))   1. Students, in groups, listen to and read lyrics of different Australian songs. One group should analyse the lyrics (in full) of Australia’s national anthem, ‘Advance Australia Fair’? Other examples may include ‘The Man from Snowy River’ (AB Patterson), ‘The Wild Colonial boy’ (Don Walker), ‘Great Southern Land’ (Icehouse), ‘This is Australia’ (GANGgajang), ‘Working Class Man’ (Jimmy Barnes), ‘Down Under’ (Men at Work), ‘Solid Rock’ (Goanna), ‘True Blue’ (John Williamson), ‘Still Call Australia Home’ (Peter Allen), ‘Pub with no Beer’ (Slim Dusty), ‘My Island Home’ (Christine Anu).   Groups discuss their reflections of what their chosen song says about Australian identity and present their responses to the class. The groups then consider and discuss the points below and present responses to the rest of the class.  Discussion questions may include:   * What attitudes and values are presented? * What do these songs say about an “Australian Identity”? * Who do these songs represent? * To what extent do these songs represent all Australians? * What ways do the views reflect contemporary Australian society? * Using the songs as stimulus material students compare their views with those presented and discuss reasons for different views about Australian identity.  1. Reflection: Do we tend to stereotype identity? Using the outline of a person, students consider and create a stereotype of an Australian. They should annotate this image to show global influences. Students should compare and contrast their diagram with their perceptions of who is an Australian and what being Australian means to them. Students identify characteristics that are stereotypes and those that are not. Discuss with students the challenges and implications of stereotyping. | The following questions might prompt discussion on stereotyping:   * What do they look like? * What sort of work do they do? * Do they live in the city or country? * Why? * Do they follow sport? Why? * What do they eat and drink? * What sort of clothes do they wear? * How old are they? * Do they play sport? * Why? * Do they travel? Where and Why? * What religion are they? * What are their beliefs? |

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| **LEARNING ACTIVITIES** | **TEACHING NOTES** |
| 1. Brainstorm and make a list of cultural groups in the community. Discuss a method of organising these groups; e.g. sporting, religious, gender, age, etc. In pairs, discuss and explain how and to what extent each is represented in the community. 2. Brainstorm possible challenges and benefits of being part of a community that is culturally diverse. In groups of three to four pairs of students, share the challenges and benefits of one community group and discuss using a PMI what it is like being part of a community that is culturally diverse. ([VCCCC026](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC026)) |  |

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| **LEARNING ACTIVITIES** | **TEACHING NOTES** |
| **Lesson 3**   1. Students research to find and understand the idea of a “secular nation” and a “multi-faith society”. They then list ideas, including specific examples of these in their community that demonstrate how Australia is a secular nation and a multi-faith society. As a group, they then discuss these ideas and how this is good for all Australians. ([VCCCC024](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC024)) 2. Brainstorm different groups in your local community-scouts, CFA, Chinese society, religious group, sporting teams, etc. Students then organise the groups into secular and faith based. Choose five secular and five faith based groups to research using the following questions. Allocate one from each to investigate. This may be explored as a jigsaw task. ([VCCCC026](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC026))  * Who belongs to this group? * What is the purpose of the group? * How do these groups express their identity? * What benefits are there in being part of this community? * How do they contribute to their own community? * What does the wider community benefit from this group? * How do you think they may be viewed by other people and why? * Identify a challenge/issue affecting this group. Students may research this further.  1. Students write a short reflection on the following question:  * How can intercultural experiences influence beliefs and behaviours?   Students to complete a reflection that includes ideas about: how the characteristics of a typical Australian are represented in society and in the media, whether the stereotype created is very accurate, what sort of problems stereotypes create for individuals and for the community, how these generalisations hinder acceptance of individual differences and cultural diversity, what values Australians share and how this contributes to social cohesion, how their community reflects a culturally diverse society and identify an existing challenge/issue that their community currently faces. ([VCCCC026](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC026)) | **It is important for the teacher to draw a distinction between religious groups and cultural groups.** |

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| **LEARNING ACTIVITIES** | **ASSESSMENT TASKS** | **TEACHING NOTES** |
| **COMMUNITY PARTICIPATION PROJECT – AUSTRALIAN IDENTITY** | | |
| **Lessons 4 – 7**   1. Recap previous session via students sharing their reflections with the class. 2. In pairs, students plan and carry out a community investigation of what it means to be Australian. They devise a list of appropriate questions and interview a diverse range of people (consider variety in age, background, employment status and occupation, gender, religious affiliation race, etc.) about what it means to be Australian. ([VCCCC025](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC025)) ([VCCCC026](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC026)) In creating questions, students need to show consideration of:  * The diverse nature of Australian society. * Expression of Australian values including, freedom, respect, inclusion, civility, responsibility, compassion, equality and “a fair go”. * How do these values contribute to the promotion of social cohesion in Australian? * Expression of identity and their influences. * Factors that contribute to a sense of belonging. * How can cultural groups be represented in society and influence belonging to a secular nation and a multi-faith society?   PROCESS:  Students plan their proposed sequence of actions. They need to work out whom they will interview to ensure a fair representation of their community. They need to decide how many people to ask and how and when they will do this. They could work out, in pairs, who they already know who could cover targets in their range and use a table to assist their planning to ensure a range of interviewees are included. For example:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Name | Age | Gender | Ethnicity | Employment | Religion | |  |  |  |  |  |  | |  |  |  |  |  |  | | **Task: Video Documentary**  Students create a video documentary exploring what it means to be Australian today, shared values and different points of view on identity and values.  See: Appendix 1: Rubric Advice.  *The example uses the Achievement Standard and is for teacher use only. Teachers may choose to elaborate on the Achievement Standards by developing an assessment rubric to describe student learning and achievement in the task.* | Ask students to draft questions and ask their peers to review them before they conduct interviews.  Encourage students to interview people they know or are introduced to but emphasise the importance of including a diverse range of opinions.  Further follow up may be proposed to inform or/and work with relevant community personnel to address issues raised.  List of free editing programs included in resources below. |

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| **LEARNING ACTIVITIES** | **ASSESSMENT TASKS** | **TEACHING NOTES** |
| **COMMUNITY PARTICIPATION PROJECT – AUSTRALIAN IDENTITY** | | |
| **Lessons 4 – 7 (continued)**  Students need to decide how to record and collate their findings and present them through a video. This may include the use of smart phones, video cameras, audio files. Students use their findings to complete a detailed video and report (addressing dot points above) about how their community views “the typical Aussie”.  The video is to be edited to explain how groups express their identities and demonstrate the value it places on cultural diversity. ([VCCCC026](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC026))  The final video may be presented to an appropriate audience such as community groups including local council or community interest groups. Students should seek feedback from the group and discuss how the video may have influenced their perceptions of others and others’ perception of them. (\*Alternatively, all videos may be collated and edited for presentation.) ([VCCCC026](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC026))  The reflection report needs to take into consideration the values expressed and their impact, issues of identity that emerge and how these might be addressed or developed, including how national identity can shape a sense of belonging (this may build on lesson 3). This may be in the form of an action plan that addresses issues about citizenship and diversity in the local area. ([VCCCC025](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC025)) ([VCCCC027](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC027http:/victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC027)) | **Extension task**  Students develop an action plan to address some of the issues that have emerged when interviewing community members. | Discuss with students themes that may have emerged in their interviews and discuss how these may be represented in a documentary.  Discuss how to edit the video footage to emphasise common ideas, opposing views and different people. Students may edit their videos using the key questions as a structure. |

Appendix 1

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| **ASSESSMENT: Who Are We?**  **Level 7 – 8 Civics and Citizenship: Citizenship, Diversity and Identity**  **TASK:** Community Participation Project: Students are to complete an edited video documentary exploring what it means to be Australian and include a summative statement of findings addressing criteria outlined in the unit.  The following uses the Achievement Standard and is for teacher use only. Teachers may choose to elaborate on the Achievement Standards by developing an assessment rubric to describe student learning and achievement in the task. | | | | | | |
| **Content Descriptions** | **Achievement  Standards**  Students working at  Level 5 – 6 will be  able to: (extract only) | **Achievement Standards**  Students working at Level 7 – 8 will be able to: (extract only) | **Achievement  Standards**  Students working at  Level 9 – 10 will be  able to: (extract only) |  | | |
| **High** | **Medium** | **Low** |
| Describe how Australia is a secular nation and a multi-faith society. ([VCCCC024](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC024))  Identify how values can promote cohesion within Australian society, including the values of freedom, respect, inclusion, civility, responsibility, compassion, equality and a “fair go”. ([VCCCC025](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC025))  Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others’ perception of them. ([VCCCC026](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC026))  Examine how national identity can shape a sense of belonging and examine different perspectives about Australia’s national identity, including Aboriginal and Torres Strait Islander peoples' perspectives. ([VCCCC027](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC027)) | Explain what it means to be an Australian citizen and how people can participate as global citizens. | Identify the importance of shared values. | Analyse a range of factors that influence identities and attitudes to diversity. |  |  |  |
| Analyse contemporary issues and use evidence to support a point of view about civics and citizenship issues. | Explain different points of view and explain the diverse nature of Australian society. | Analyse ways they can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities. |  |  |  |
| Identify possible solutions to an issue as part of a plan for action. | Identify ways they can be active and informed citizens, and take action, in different contexts. | Evaluate a range of factors that sustain democratic societies. |  |  |  |

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| **RESOURCES** |
| Students may use any digital device such as iPad, phone, video camera, etc. to record and edit interviews.  **Free editing programs for download include:**   |  |  |  |  | | --- | --- | --- | --- | | **Windows** | **Mac** | **iOS** | **Android** | | Windows Movie Maker | Videopad Video Editor | Vizmato | Video Editor All in One | | AvidemuxVSDC | Videoblend | Adobe VideoBite | We Video | | Free Video Cutter Joiner | GoPro Studio | Loopster | Video Pad Free Video Editing | | Video Edit Master |  |  | Qditor | |