

Responsible citizenship

This unit has been written for a multistage classroom. The activities are designed to support the learning in Stages 1, 2 and 3 of the HSIE syllabus and have students work towards the achievement of outcomes relevant to each Stage. The unit can be taught as a multistage unit or as a separate unit for one of the stages. It can also be used in a class across two stages.

The green shading indicates teaching activities for all stages, while the yellow shading indicates teaching activities for students in Stages 1 and 2 and the turquoise shading indicates teaching for students in Stages 2 and 3. There are also many activities that are specific to one stage and allow for group work and the development of skills and content from the HSIE syllabus. These multistage units provide an example of the ways the mandatory subject matter and outcomes can be incorporated into teaching and learning in HSIE K–6.

Responsible citizenship covers a range of content and outcomes in HSIE across several content strands to develop students understanding of the varying roles of a responsible citizen. This provides the opportunity to develop background knowledge using a wide range of oral, visual and written text types. Teachers can further develop this material to support the teaching of the talking and listening, reading and writing outcomes of the English syllabus. Students use a range of computer and Internet skills.

Stage 1 Outcomes	Stage 2 Outcomes	Stage 3 Outcomes
<p>Cultures CUS1.3 Identities Identifies customs, practices, symbols, languages and traditions of their family and other families.</p> <p>Environments ENS1.6 Relationships with places Demonstrates an understanding of the relationship between environments and people.</p> <p>Social systems and structures SSS1.8 Rights and responsibilities Identifies roles and responsibilities within families, schools and the local community, and determines ways in which they should interact with others.</p>	<p>Change and Continuity CCS2.1 Significant events and people Describes events and actions related to British colonisation of Australia and assesses changes and consequences.</p> <p>Cultures CUS2.3 Identities Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.</p> <p>Environments ENS2.6 Relationships with places Describes people’s interactions with environments and identifies responsible ways of interacting with environments.</p>	<p>Change and continuity CCS3.1 Significant events and people Explains the significance of particular people, places, groups, actions and events in the past in developing Australian identities and heritage.</p> <p>Environments ENS3.5 Patterns of place and location Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner.</p> <p>Social systems and structures SSS3.7 Resource systems Describes how Australian people, systems and communities are globally interconnected and</p>

	<p>Social systems and structures SSS2.7 Resource systems Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment. SSS2.8 Roles, rights and responsibilities Investigates rights, responsibilities and decision-making processes in the school and community and demonstrates how participation can contribute to the quality of their school and community life.</p>	<p>recognises global responsibilities. SSS3.8 Roles, rights and responsibilities Explains the structures, roles, responsibilities and decision-making processes of state and federal governments and explains why Australians value fairness and socially just principles.</p>
--	---	---

<p>Students in Stage 1 will learn about:</p> <p>Cultures</p> <ul style="list-style-type: none"> • cultural characteristics of families • groups to which students belong, including the family • significant people who belong to these groups • symbols used by different groups, e.g. badges, flags • similarities and differences between ways in which families express their culture, e.g. celebrations. <p>Environment</p> <ul style="list-style-type: none"> • adaptations to environments to fulfil needs • changes to the immediate environment as a result of meeting needs and wants • personal and shared values and responsibilities towards features, sites, places and environments • care of resources, including waste disposal. <p>Social systems and structures</p> <ul style="list-style-type: none"> • types of family structures, e.g. extended, blended, single-parent families, families with 	<p>Students in Stage 2 will learn about:</p> <p>Change and continuity</p> <ul style="list-style-type: none"> • Aboriginal resistance to the establishment of a British colony — significant people including Pemulwuy, achievements, events and places • changes to people and places in the Sydney region as a result of British colonisation • causes and effects of change in the local community and other communities • family, school, local, national and global events and issues. <p>Culture</p> <ul style="list-style-type: none"> • easily recognisable symbols used by the local community, e.g. coats of arms. <p>Environment</p> <ul style="list-style-type: none"> • significant natural, heritage and built features in the local area, New South Wales and Australia, and their uses • the location of major cities, rivers and mountains in New South Wales and the capital cities in Australia 	<p>Students in Stage 3 will learn about:</p> <p>Change and continuity</p> <ul style="list-style-type: none"> • world achievements by Australians, past and present • Australian human rights issues, past and present, including the impact of the stolen generations • family, school, local, national and global events, issues, problems and trends. <p>Environments</p> <ul style="list-style-type: none"> • effects of human and natural changes on environments • ecologically sustainable development of environments • different perspectives about the maintenance and improvement of environments. <p>Social Systems and Structures</p> <ul style="list-style-type: none"> • global interconnections and interdependence, e.g. communications, trade, international human rights agreements and organisations • changes in work practices and industry in
--	---	--

<p>adopted children</p> <ul style="list-style-type: none"> • function of families and family activities • interconnections between technologies, workers, users and the environment • personal needs and wants • roles, rights and responsibilities in the family and at school • roles and responsibilities of people who work in services in the community, both paid and unpaid • family, school and community rules and their purposes. 	<ul style="list-style-type: none"> • local and other Australian communities • environmental changes • groups associated with places and features, including Aboriginal people • management and care of features, sites, places and environments. <p>Social systems and structures</p> <ul style="list-style-type: none"> • services and contributions made by community organisations and groups • consumer and producer rights and responsibilities • goods, services and facilities in communities • changes in technologies in community organisations and systems, and effects on lifestyles and environments • contributions of paid and unpaid workers and voluntary organisations in the community. 	<p>Australia, e.g. the impact of technology</p> <ul style="list-style-type: none"> • rights and responsibilities of Australian citizenship and global citizenship • rights and responsibilities of users and producers of goods and services globally • organisations that support employers and workers, e.g. associations, federations, unions • community, school and class decision-making and democratic processes • contributions of groups, movements, policies and laws to the development of fairness and social justice in Australia.
---	--	--

Resources

The Equity Resource Library provides a borrowing service for teachers in DET schools.

Phone: (02) 9582 5860

Fax: (02) 9550 2874

Address: 11–13 Swanson Street, Erskineville 2043

Email: equity.sydney@det.nsw.edu.au

Online query form: <http://equityresourcelibrary.det.nsw.edu.au>

Resources referenced should be readily available in schools and/or are available from the Equity Resource Library unless noted.

Most of the DET resources are also available as pdf files on the Professional Support and Curriculum Directorate web site:

<http://www.curriculumsupport.nsw.edu.au/primary/index.cfm?u=4&i=142&kla=hsie>

Discovering Democracy Units of work are available online at: www.curriculum.edu.au/democracy follow the link to DD units.

1. *Australians All!* 2001, published by Curriculum Corporation, Carlton South, Vic.
2. *Australian Readers, Discovering Democracy Upper Primary Collection*, 1999, published by Curriculum Corporation, Carlton South, Vic.

3. *Australian Readers, Discovering Democracy Upper Primary Teacher Guide*, 1999, published by Curriculum Corporation, Carlton South, Vic.
4. *Australian Readers, Discovering Democracy Middle Primary Collection*, 1999, published by Curriculum Corporation, Carlton South, Vic.
5. *Australian Readers, Discovering Democracy Middle Primary Teacher Guide*, 1999, published by Curriculum Corporation, Carlton South, Vic.
6. *Big Mob Books for Little Fullas*, 1996, BOS
7. *Discovering Democracy Middle Primary Units Assessment Resource*, 2000, published by Curriculum Corporation, Carlton South, Vic.
8. *Discovering Democracy Upper Primary Units Assessment Resource*, 2000, published by Curriculum Corporation, Carlton South, Vic.
9. *Face the Facts, some questions and answers about immigration, refugees and Indigenous affairs*, 2001, free information booklet from the Human Rights and Equal Opportunity Commission phone (02) 9284 9600 or available online at:
http://www.humanrights.gov.au/racial_discrimination/face_facts/index.html
10. *Jacaranda Primary Atlas*, second edition. 2001, published by John Wiley and Sons, Australia.
11. *Nallawa Achieving Reconciliation: A reconciliation history: images of Australia past and present*, 2000, Ed. Nina Burridge, Published by Macquarie University, Sydney.
12. *One Destiny*, CD-ROM, 2001, published by Curriculum Corporation, Carlton South, Vic.
13. *Our Land Our People*, no date, written and published by NSW Aboriginal Land Council.
14. *Stories of Democracy*, CD-ROM, 2001, published by Curriculum Corporation, Carlton South, Vic.
15. *Sydney Airport*, (no date), DET Stage 3 teaching resource, published by Sydney Airport Corporation Limited.
16. *The Boss*, 1992, by Allan Baillie, published by Ashton Scholastic, Sydney. (Not available from Equity Centre Library).
17. *Victoria's Market*, 1992, by Nan McNab, published by Allen and Unwin, Sydney. (Not available from Equity Centre Library).
18. *Where the sun rises*, 2000, DET Stage 1 teaching resource.
19. *Window*, 1991, by Jeannie Baker, published by Julia MacRae Books, London.

Understanding responsible citizenship

What matters to you? Students identify what is important in their lives.

Overview: Students develop a list of ten items and five people they identify as important in their lives to explore individual and community points of view in a directed discussion.

- Set the scene: students are going on a long journey or adventure and can take ten items and five people of importance with them. Select a storyline that your class can relate to based on a familiar book or movie such as *Lord of the rings* or *Harry Potter*.
- Begin by brainstorming with student's what is important in their lives, e.g. family, friends, food, love and security, game boy, grandparents, family pet, etc. Record student's responses on the board or chart for reference. If necessary categorise the brainstorm responses into two groups, 1. Items and 2. People.
- Following the brainstorm students either independently, in pairs or small groups, identify their own list of ten items and five people of importance to take with them on this imaginary journey or adventure. Teachers can design a worksheet for students to record their choices on using a theme from the chosen text.
- Now add a complication to the storyline of the journey or adventure, such as it now becomes significantly more difficult or dangerous. This means that only part of the original group chosen can continue, with reduced items. The remaining people and items will wait for those who continue on with the journey or adventure at a safe house for the successful return of the others. Students will need to choose two items of importance and two people to continue on with the journey or adventure. The people chosen to remain at the safe house will be responsible for looking after each other and the eight items of personal importance you also leave there. Encourage students to think carefully about the choices they make, allow time for discussion so that students can make responsible decisions that are in the best interest of the group who remain at the safe house and the group who continues on with the journey or adventure. Try to ensure that peer pressure does not affect the types of choices students make.
- Organise students into small peer groups, mixing up previous groupings, to discuss why they made the choices they did. Groups will take turns to report back to the rest of the class on the different choices and reasons for these choices.
- Debrief class: What was surprising about the choices made and the reasons given? This question should highlight the wide range of responses that reflect individual differences of opinions and family lifestyles. During the class discussion of the journey or adventure activity develop the concept that individuals have rights and responsibilities within society, this includes the right to be an individual, with unique personal differences (within the law) that are accepted by others. These rights balance the responsibilities to respect other people and to fulfil obligations and responsibilities to themselves, others and the community.
- Develop a list of examples in the community that show how different points of view affect people's lives, this could include religious views, political views, cultural views etc. Include examples of how people spend their time and identify how this reflects what they consider important in their lives e.g. work, family, sport, hobbies, church and volunteer work. Students rank the activities they participate in, in order of importance to them as a person. Retain for reference in next section of work.

Ask students: How do you function in a community when other people have different ideas on what is important? How can we all live harmoniously in our community when people have different ideas on what is important? What responsibilities do people have in maintaining harmony in communities when

people have different ideas on what is important? What would happen in our community if you were expected to have the same ideas on what is important to everyone else? Undertake a class discussion on these questions highlighting aspects of the dot points listed below.

- acceptance of cultural diversity in society
- individual initiative and effort
- appreciation of Australia's record of achievement as a democracy
- appreciation of the importance of democratic decision making
- concern for the welfare, rights and dignity of all people
- recognition of the intrinsic value of the natural environment.

(A summary from the Civics Expert Group report (1994), *Whereas the people...* This report looked at the question: What values and attitudes are integral to civics and citizenship education?)

This activity develops the concepts and understandings for the rest of this unit of work.

Stage 1		Stage 2		Stage 3	
SSS1.8 Roles, rights and responsibilities Identifies roles and responsibilities within families, schools and the local community, and determines ways in which they should interact with others.		SSS2.8 Roles, rights and responsibilities Investigates rights, responsibilities and decision-making processes in the school and community and demonstrates how participation can contribute to the quality of their school and community life.		SSS3.8 Roles, rights and responsibilities Explains the structures, roles, responsibilities and decision-making processes of state and federal governments and explains why Australians value fairness and socially just principles.	
Activities	Indicators	Activities	Indicators	Activities	Indicators
<p>What matters to you? Students' identify what is important in their lives.</p> <p>Use the text <i>The Boss</i>, by Allan Baillie. Present using big book strategies. Read text with students. Locate the story in time and place. Who is in the family? How is it like your family? What do the different family</p>	<p>SSS1.8</p> <ul style="list-style-type: none"> • <i>participates in role play to develop own values relating to responsible citizenship</i> • <i>identifies the roles of family members in the</i> 	<p>What matters to you? Students' identify what is important in their lives.</p> <p>Look up the words <i>responsible, irresponsible</i> and <i>citizenship</i> in a dictionary or use the electronic dictionary in <i>Word</i>. Record these definitions for class reference. Discuss how these definitions relate to the</p>	<p>SSS2.8</p> <ul style="list-style-type: none"> • <i>participates in role play to develop and evaluate own values relating to responsible citizenship</i> • <i>defines terms and relates to role play values</i> 	<p>What matters to you? Students' identify what is important in their lives.</p> <p>Look up the words <i>responsible, irresponsible</i> and <i>citizenship</i> in a dictionary or use the electronic dictionary in <i>Word</i>. Record these definitions for class reference. Discuss how these definitions relate to</p>	<p>SSS3.8</p> <ul style="list-style-type: none"> • <i>participates in role play identifying, justifying and evaluating own values relating to responsible citizenship</i> • <i>defines terms and explains how these relate to role play</i>

<p>members do? Identify the roles and responsibilities of family members in the story. How are these the same and different to your family? Who is <i>The Boss</i>, who has a younger (or older) brother or sister who behaves like <i>the boss</i> sometimes. Is this a problem? Why? Do you think <i>the boss</i> will grow out of being bossy? Why? What would it be like to live in a place where <i>the boss</i> was real and everyone had to do what <i>the boss</i> wanted? What would life be like, would people be happy?</p>	<p><i>story</i></p> <ul style="list-style-type: none"> • <i>identifies the responsibilities of the family members in the story</i> • <i>discusses inappropriate and appropriate roles and responsibilities</i> 	<p>discussion questions following the hot air balloon.</p> <p>Use the text <i>I have a right</i> page 40 in the DD Middle Primary Readers. Students read the text independently and undertake activities developed from <i>Exploring the text</i> page 15 and 16. Use ideas outlined in <i>Developing the concepts</i> on page 17 of the DD Upper Primary Teachers Guide; <i>Good Neighbours</i> to develop an understanding of positive interaction in neighbourhood communities. How are the items identified as important in the lives of the students reflected in the text <i>I have a right</i>?</p>	<ul style="list-style-type: none"> • <i>discusses and develops the concept of a “good neighbour”</i> • <i>considers other ways communities interact in positive ways</i> • <i>relates own experiences to the story</i> 	<p>items taken on the hot air balloon.</p> <p>Use the text <i>Freedom</i> page 2, in the DD Upper Primary Readers. Students read the text independently and undertake activities from page 1, <i>Exploring the text</i>. Use ideas outlined in <i>Developing the concepts</i> on page 4 of the DD Upper Primary Teachers Guide; <i>Liberty, Equality and Fraternity</i>, to develop an understanding of these concepts. How are the items identified as important in the lives of the students reflected in the text <i>Freedom</i>?</p>	<p><i>values</i></p> <ul style="list-style-type: none"> • <i>identifies what the fable is saying about personal liberty</i> • <i>gives examples of liberty and equality</i> • <i>explains how personal liberty is expressed in Australian society</i>
<p>Students compile a group list of rights and responsibilities that are addressed in the text. Students compile a list of the rights and responsibilities they have in their life.</p>	<ul style="list-style-type: none"> • <i>contributes to class list of rights and responsibilities</i> • <i>compiles a list of personal rights and responsibilities</i> 	<p>Students compile a group list of rights and responsibilities that are addressed in the text.</p>	<ul style="list-style-type: none"> • <i>contributes to and explains rights and responsibilities suggested for the class list</i> 	<p>Students compile a group list of rights and responsibilities that are addressed in the text.</p>	<ul style="list-style-type: none"> • <i>critically evaluates own contributions to class list of rights and responsibilities</i>

Developing a sense of community

What is considered a “healthy” community?

This section focuses on the concept of “social wealth” or the “social capital” of communities. There is now a wide range of literature available addressing these issues, both Australian and international. The material available at: <http://users.tpg.com.au/users/resolve/globalcrisis/part1.html> is representative of this.

Begin by discussing the social features of communities that support and enhance the lives of people who live there. This includes feelings of trust and safety, the value of life, having neighbourhood connections, connections with family and friends, participating in the local community, being proactive in the local community or participating without being asked, having work connections and accepting and tolerating diversity. All of these factors contribute to a socially healthy society. These factors also provide a tangible resource that can be drawn on in time of need. There are many positive (and negative) examples of this in large and small communities. Many communities are actively developing “social wealth” within their communities to sustain these communities, examples include service clubs such as Apex, sporting clubs, community organisations such as Meals on wheels, churches, community banks, produce cooperatives, community owned factories related to the primary products of the area, community projects and events designed to promote local tourism etc.

What makes up a “healthy” community? Identify the “healthy” features of your community and other communities.

Maintain a positive focus. There are many obvious examples of “unhealthy communities” that are counter productive to promoting “healthy communities”. Positive examples vary from community sporting organisations, farmers’ markets and community garden plots to the new suburb “Newington” developed as accommodation for the Sydney Olympics. This project incorporates sustainable technology and a wide range of community facilities, such as a village green, walking and cycle trails, as well as child care facilities and transport links to facilitate community interaction.

Be sensitive when talking about families and especially cautious of issues having a direct, negative impact on students in the class.

Students brainstorm positive features of “social wealth”. Ask: How does your family work cooperatively? How do we work cooperatively for the welfare of our locality and our whole society? Use the key words **trust, safety, connections, participation, volunteering, networking, cooperation** and **tolerance** to stimulate student ideas and practical examples on these questions.

Each stage has a different focus, Stage 1 focuses on families and the local community, Stage 2 focuses on the Australian community and Stage 3 focuses on the global community.

Display these key words **trust, safety, connections, participation, volunteering, networking, cooperation** and **tolerance** in a prominent location in the classroom. Refer to at regular intervals during this unit to clarify and link the many different aspects of responsible citizenship.

Stage 3 has a particular focus on social justice.

What is social justice? It is a value that favours measures aimed at decreasing or eliminating inequities (page 94, HSIE syllabus).

What are some of the social justice issues in the community? These include issues that relate to inequity particularly those that affect multiculturalism, Aboriginal people, refugees, women and other minority groups. This can include:

- Migrants: different cultural backgrounds, family reunions, languages other than English, diverse religions and the problems migrants face in resettling.
- Refugees: accessing refugee status, health and detention centres, as well as all of the issues that generally affect migrants.

- Aboriginal and Torres Strait Islander people: the stolen generations, Aboriginal deaths in custody, land rights, protection of culture, ownership of cultural property, health, appropriate education, access to paid work etc.
- Face the Facts some questions and answers about immigration, refugees and Indigenous affairs*, 2001, free information booklet from the Human Rights and Equal Opportunity Commission, phone (02) 9284 9600 or available online at: www.humanrights.gov.au/racial_discrimination/face_facts/index.html
- This booklet provides accurate information on some of these issues and is suitable to be read by Stage 3 students. Refer to Face the Facts during class discussions in lessons on social justice issues to dispel some “urban myths”.

Stage 1		Stage 2		Stage 3	
<p>CUS1.3 Identities Identifies customs, practices, languages and traditions of their family and other families.</p> <p>SSS1.8 Rights and responsibilities Identifies roles and responsibilities within families, schools and the local community, and determines ways in which they should interact with others.</p>		<p>CCS2.1 Significant events and people Describes events and actions related to the British colonisation of Australia and assesses changes and consequences.</p> <p>CCS2.2 Time and change Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments.</p> <p>CUS2.3 Identities Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.</p> <p>SSS2.7 Resource systems Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment.</p> <p>SSS2.8 Roles, rights and responsibilities Investigates rights, responsibilities and decision-making processes in the school and community and demonstrates how participation can contribute to the quality of their school and community life.</p>		<p>CCS3.1 Significant events and people Explains the significance of particular people, places, groups, actions and events in the past in developing Australian identities and heritage.</p> <p>SSS3.7 Resource systems Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities.</p> <p>SSS3.8 Roles, rights and responsibilities Explains the structures, roles, responsibilities and decision-making processes of state and federal governments and explains why Australians value fairness and socially just principles.</p>	
Activities	Indicators	Activities	Indicators	Activities	Indicators
The focus in this section is on family. The <i>Big Mob</i> books are referred to only		Use a primary atlas such as <i>Jacaranda</i> . Refer to the information available on	<p>SSS2.7</p> <ul style="list-style-type: none"> • uses pictorial data to compare 	Use a primary atlas such as <i>Jacaranda</i> . Refer to the information available on	<p>SSS3.7</p> <ul style="list-style-type: none"> • uses pictorial data to compare

<p>because they are available in all schools and provide an Aboriginal perspective that is also reflected in the other Stages. Teachers could replace the <i>Big Mob</i> texts with other texts that fulfil the same purpose.</p> <p>Types of families Use the big book <i>My Mob</i> found in the <i>Big Mob Books for Little Fullas</i>. Use big book strategies to introduce the book and the text. Look at the map on the inside cover to locate where the family lives in NSW. Listen to the text on the tape. Use the photos to initiate discussion on family and follow the teaching ideas in the <i>Blackline masters</i> pages 7 to 10.</p> <p>Who is in your family? Does anyone speak another language at home? Identify cousins, aunts, uncles, grandparents and other extended family members. What do students call their</p> <p>SSS1.8</p> <ul style="list-style-type: none"> • <i>identifies the characteristics of different families</i> • <i>develops an understanding of extended family</i> 	<p>page 50 and 51, <i>Australia and the unequal world</i>. Use this information to establish that Australian communities are not the same as communities in other countries.</p> <p>...Stage 2 continues... ↓</p>	<p><i>information on different communities</i></p>	<p>page 50 and 51, <i>Australia and the unequal world</i>. Use this information to establish that Australian communities are not the same as communities in other countries.</p> <p>1. Investigate the United Nations. Go to web site (3) for a brief description. Go to web site (5) to find out about Australia's role in the UN.</p> <p>Use web site (4) follow links > <i>welcome</i> > <i>CyberSchoolBus</i>. Allow students individual time to investigate this site by setting a 15 minutes timer. Each student then spends 5 minutes with the following student showing them items of interest they found on the site. Great sections are <i>Resources</i> and <i>What's going on</i>. Promote home use of <i>Games and Quizzes</i>. This Internet activity can continue throughout the next two tasks. Once all students have undertaken</p>	<p><i>and contrast information on different communities</i></p> <ul style="list-style-type: none"> • <i>undertakes Internet research on Australia's role in the United Nations</i> • <i>undertakes Internet research on the United Nations</i>
--	---	--	---	--

<p>grandparents? Develop a word bank of terms relating to family. Students categorise into male and female. Students draw a picture of an important family event and label family members. Conclude with the teacher directed activity on page 9 of the <i>Blackline masters</i>. Function of families Families provide love and support. Meet the personal needs and sometimes wants of family members. Use the <i>Big Mob</i> text <i>Johnny Cakes</i> as an example of this. Use big book strategies to introduce the book and the text. Look at the map on the inside cover to locate where the story takes place. Listen to the story on the tape. Refer to the teaching ideas in the <i>Blackline masters</i> pages 40 and 41. Discussion points: Has anyone made or eaten Johnny cakes?</p> <ul style="list-style-type: none"> • <i>categorises information on different families</i> <p>CUS1.3</p> <ul style="list-style-type: none"> • <i>identifies that families organise</i> 	<p>Aboriginal communities have worked very hard over a very long time to improve the lives of their peoples and the way they have been included in the Australian community since colonisation. Do a brainstorm session with students on reconciliation. Record comments on a large sheet. Do not leave on display but keep for later reference. After brainstorming refer to <i>Face the Facts</i> to clarify some of the issues raised during the brainstorm session.</p> <p>Use the text <i>Our Land Our People</i>, (available from Equity Centre library), with students to develop knowledge of the issues affecting Aboriginal peoples. Copy sections of the book for student use,</p> <p>CCS2.1</p> <ul style="list-style-type: none"> • <i>begins to develop an understanding of reconciliation</i> <p>• <i>reads about and discusses different issues affecting Aboriginal people past and present</i></p>	<p>this internet activity, a <i>Hot Potato</i> activity compiles and shares student learning (see below).</p> <p>Aboriginal communities have worked very hard over a very long time to improve the lives of their peoples and the way they have been included in the Australian community since colonisation. Do a brainstorm session with students on reconciliation. Record comments on a large sheet. Do not leave on display but keep for later reference. After brainstorming refer to <i>Face the Facts</i> to clarify some of the issues raised during the brainstorm session.</p> <p>Read <i>Australia is my country</i>, page 27, DD Upper Primary Readers. These comments are made by Reg Saunders. Find out about other Aboriginal Australians who enlisted in WW1 and WW2</p> <p>CUS3.1</p> <ul style="list-style-type: none"> • <i>develops an understanding of the human rights issues affecting Aboriginal people</i> • <i>enhances understanding of reconciliation</i> <p>• <i>reads about Aboriginal Australians involvement in war</i></p> <ul style="list-style-type: none"> • <i>reflects on their reasons for enlisting</i>
--	--	--

<p>Who provides the food at home? Who shops, cooks, cleans up, grows vegetables, etc?</p> <p>What happens on special occasions? What foods are special? (expand with multicultural examples). What sort of foods do we eat at different (family) meals? Highlight cultural differences, e.g. some families traditionally eat rice for breakfast. Use photographs in the student magazine <i>Where the sun rises</i> (DET Stage 1 resource) to stimulate discussion.</p> <p>Students draw and/or write about the types of food they eat for breakfast, lunch and dinner. Aim for students to feel comfortable to show what is “normal” in their family and not what they envisage as being socially acceptable.</p> <p>Families meet needs and wants</p> <p>Make up a simple</p>	<p><i>and provide the food that family members need.</i></p> <ul style="list-style-type: none"> • <i>Explains the way food connects people at special occasion</i> • <i>understands the significance of food in meeting families cultural needs and wants</i> <p>SSS1.8</p> <ul style="list-style-type: none"> • <i>illustrates the types of foods eaten at different meals</i> 	<p>particularly <i>Aboriginal pre-history, Life before white invasion, Art and culture, Life after white invasion, The principle of Terra Nullius, Self sufficiency and Success stories.</i> Use a range of literacy strategies to address these, such as: reading conference, readers circle, cloze, mind map, jigsaw reading.</p> <p>...Stage 2 continues... ↓</p>	<p>and served with distinction. Why did they enlist? What did they hope to achieve? What effect did this have on their lives? How were they treated after the war? Use the web site (6) to help with this and library books such as <i>Fighters from the fringe</i>, (1989) and <i>Forgotten heroes: Aborigines at war from the Somme to Vietnam</i>, (1993). Use the CD-ROM <i>One Destiny > Themes > First Australians</i>. View the slide show with students. Print slide show for student reference. Modify the task to: research a human rights issue affecting Aboriginal people. This is illustrated on the <i>Timeline</i>, page 44 and 45, “<i>Nallawa</i>” <i>A Reconciliation History: Images of Australia Past and Present</i>. This document provides balanced and accurate information. Read the introduction on page 3, refer to the timeline on</p> <ul style="list-style-type: none"> • <i>reflects on the effects enlisting in the armed forces had on their lives and that of their communities</i> <p>SSS3.8</p> <ul style="list-style-type: none"> • <i>identifies other human rights issues affecting Aboriginal people as a result of colonisation</i> • <i>researches a particular human rights issue affecting Aboriginal people</i>
--	---	--	---

<p>worksheet (A4 enlarged to A3 photocopies) with the heading <i>Families meet our needs and wants</i> and two columns labelled with <i>Needs</i> and <i>Wants</i>. Discuss needs and wants using the background provided. Include family traditions and celebrations in this discussion for the contribution these events make in connecting families with communities. Students use old magazines to find illustrations of their needs and wants. Cut out and paste into one of the columns. Students present work to the group and explain why they included different images.</p> <ul style="list-style-type: none"> • <i>identifies how families meet the needs and wants of family members</i> • <i>categorise illustrations into needs and wants</i> • <i>explains why items have been included as a need or a want</i> <p>...Stage 1 continues... ↓</p>	<p>...Stage 2 continues... ↓</p> <p>Once again brainstorm students ideas on Reconciliation. Now display the previous brainstorm sheet on reconciliation. Compare the before and after comments. What has changed? Why?</p> <ul style="list-style-type: none"> • <i>compares the views expressed on Reconciliation before and after learning about issues affecting Aboriginal people</i> 	<p>page 44 and 45 and the <i>Annotated Bibliography</i> on pages 46 to 51. Students use the information pages of this text. Read the text with students and follow the activities suggested in <i>Think about it</i>. Students undertake the task and use the pro forma on the CD-ROM to publish their work. Students can also identify texts in the bibliography to support their topic. Search the Equity Centre Library and arrange a bulk borrowing. Model note taking. Discuss issues with students to develop understanding of the particular human rights issues.</p> <ul style="list-style-type: none"> • <i>uses the computer pro forma to present research</i> • <i>evaluates the views expressed on reconciliation before and after learning about issues affecting Aboriginal people</i>
--	---	--

<p>...Stage 1 continues... ↓</p>	<p>Why is knowledge about these issues important, for individuals and for all Australians?</p> <p>Use the teaching ideas in DD Middle Primary Units <i>We Remember</i>, pages 79, 80 and 81.</p> <p>Undertake Activity 3 page 79, <i>Special days of the past</i>. View the DD video segment on <i>We Remember</i> (7:30 mins). Use the 4 questions on page 79 to guide students discussion of the significance of events on the video. Photocopy <i>Handout 13</i> and <i>14</i>. Read and discuss these in relation to the same 4 questions. Undertake Activity 4, page 79, <i>Changes in commemorations</i>. Copy <i>Handout 15</i> for students. Explain the special days and how they have changed. Add days to</p>	<p>CCS2.2</p> <ul style="list-style-type: none"> examines the purpose special days have in enhancing community life investigates special days celebrated in the past that contributed to community life identifies changes to special events as community life has changed 	<p>knowledge about these issues important, for individuals and for all Australians?</p> <p>3. Australia is involved in providing support in the global community. This includes providing aid to other countries through aid organisations such as AusAID. Go to the AusAID web site at (1) to read the general information on <i>Australian Aid programs</i>. Use the case study <i>East Timor: A people rebuilding</i> with students at (2). Review the teachers notes and select tasks for students from <i>Student activities</i>.</p> <p>Conclude with a <i>Hot Potato</i> activity on the United Nations, following the Internet investigations. Divide the class into small groups of 2 to 4. Brainstorm main ideas and headings, one per group on an A3 sheet. Each group</p>	<p>SSS3.7</p> <ul style="list-style-type: none"> investigates Australia's role in providing aid as part of our global responsibilities reviews information on Australian aid programs investigates Australia's role in providing aid to East Timor records a range of information on the different roles undertaken by the United Nations
--------------------------------------	--	--	--	--

<p>...Stage 1 continues... ↓</p>	<p>column three that are of significance to the local community. Ask students: How do special events (past and present) help us to develop a sense of our Australian community? What effect did the Sydney Olympics have on our feeling part of the Australian community? Discuss this with family as a homework task. Report back to class on findings.</p> <p>Undertake Activity 2, page 80, <i>Opinion Survey</i> and Activity 3, page 81, <i>Culminating activity</i>. Use the CD-ROM <i>Stories of Democracy > Middle Primary > We Remember</i>. View this information presentation. Reflect on symbols of Australia. Ask students to identify other Australian symbols and how they are related to our sense of belonging to the Australian community.</p> <p>SSS2.8</p> <ul style="list-style-type: none"> • <i>describes how participation in special days enhances community life</i> <p>CUS2.3</p> <ul style="list-style-type: none"> • <i>identifies symbols that enhance a sense of Australian community</i> 	<p>records information under the heading taking 2 to 3 minutes. Rotate recording sheets around all groups, allocating 2 – 3 minutes for each rotation. When sheets return to originating group, discuss and report (share) the information recorded. Display recording sheets.</p> <p>...Stage 3 continues... ↓</p>
--------------------------------------	--	---

<p>...Stage 1 continues...</p> <p style="text-align: center;">↓</p>	<p>Develop questions to use in a survey to identify features that people in their family (or community) relate to our sense of belonging to the Australian community.</p> <p>As a homework task conduct a survey using family members. Collate responses in class.</p> <p>Students individually undertake the <i>design a banknote</i> activity on the CD-ROM at the end of <i>We Remember</i>.</p> <p>Use the ideas on <i>Handout 16</i>, page 97 to decide on a design task, e.g. new national day. Present design task as a poster.</p> <p>Students will need to justify and explain items included in their poster, as explained on page 81.</p>	<p>...Stage 3 continues...</p> <p style="text-align: center;">↓</p>
<p>Relate this learning back to the key words introduced earlier: trust, safety, connections, participation, volunteering, networking,</p> <ul style="list-style-type: none"> • <i>shows an enhanced understanding of the key words supporting a sense of civic</i> 	<p>Relate this learning back to the key words introduced earlier: trust, safety, connections, participation, volunteering, networking,</p> <p>SSS2.8</p> <ul style="list-style-type: none"> • <i>shows an enhanced understanding of the key words supporting a</i> 	<p>Relate the learning undertaken in this part of the unit back to the key words introduced earlier: trust, safety, connections, participation,</p> <p>SSS3.8</p> <ul style="list-style-type: none"> • <i>shows an enhanced understanding of the key words supporting a</i>

<p>cooperation and tolerance. Discuss: How does what has been learnt enhance understanding of how the community supports its citizens? How do you feel about this knowledge? Use examples. How can we improve the “health” of our community? (At a local level.)</p>	<p><i>community</i></p>	<p>cooperation and tolerance. Discuss: How does what has been learnt enhance understanding of how the national community supports its citizens? How do you feel about this knowledge? Use examples. How can we improve the “health” of our community? (At a local and national level.)</p>	<p><i>sense of Australian civic community</i></p>	<p>volunteering, networking, cooperation and tolerance. Discuss: How does what has been learnt enhance understanding of how the global community supports its citizens? How do you feel about this knowledge? Use examples. How can we improve the “health” of our community? (At a local, national and international level.)</p>	<p><i>sense of civic community</i></p>
---	-------------------------	---	---	--	--

- (1) <http://globaled.ausaid.gov.au/>
- (2) <http://globaled.ausaid.gov.au/primary/country/east-timor2.html>
- (3) <http://globaled.ausaid.gov.au/links/un.html>
- (4) <http://www.un.org/>
- (5) <http://www.dfat.gov.au/un/>
- (6) <http://www.fortunecity.com/meltingpot/statuepark/620/index.html>

Community involvement

Use the key words **trust, safety, connections, participation, volunteering, networking, cooperation** and **tolerance** to focus students' understanding on community involvement.

Arrange for a representative of a community group to visit the classroom to talk about and show students how their organisation provides support in the community. Encourage the visitor to talk also about the personal benefits and enjoyment they get from their role in this organisation. The local paper often provides information and contact details of local service organisations. The local council or library will also be able to provide information on local community groups that are active in your area.

Ensure that a range of community groups are represented over the cycle of learning in a multistage classroom, i.e. arrange for a different community group to visit the class each time. If this unit is being used in a single stage class ensure that the community group representative supports the outcomes and subject matter in that stage, e.g. for Stage 1, service organisations such as Scouts or RSPCA, for Stage 2 a wider range of voluntary organisations as represented in Discovering Democracy material, and for Stage 3 international organisations such as Amnesty International or World Vision.

Stage 1		Stage 2		Stage 3	
SSS1.8 Roles, rights and responsibilities Identifies roles and responsibilities within families, schools and the local community, and determines ways in which they should interact with others.		SSS2.8 Roles, rights and responsibilities Investigates rights, responsibilities and decision-making processes in the school and community and demonstrates how participation can contribute to the quality of their school and community life.		CCS3.1 Significant events and people Explains the significance of particular people, places, groups, actions and events in the past in developing Australian identities and heritage. SSS3.8 Roles, rights and responsibilities Explains the structures, roles, responsibilities and decision-making processes of state and federal governments and explains why Australians value fairness and socially just principles.	
Activities	Indicators	Activities	Indicators	Activities	Indicators
Read <i>The Bindi Gully Band</i> from <i>Australians All!</i> DD big book. This has also been used in the unit <i>Governing Australia</i> . The focus here is on the community involvement that is illustrated in this text rather than solving problems.	SSS1.8 <ul style="list-style-type: none"> identifies the actions that involve people in the community explains the activities that groups 	Refer to the document at web site (1). Print pages 2 to 4. Refer to part 3: <i>Life in two imaginary towns</i> . Copy this section for students use. Students read about life in the two imaginary towns. Use the discussion points on page 4 following the scenarios of the two towns.	SSS2.8 <ul style="list-style-type: none"> lists the differences between the two towns gives reasons for indicating which town would be 	Refer to the document at web site (1). Print pages 2 to 4. Refer to part 3: <i>Life in two imaginary towns</i> . Copy this section for students use. Students read about life in the two imaginary towns. Use the discussion points on page 4 following the scenarios of the two towns.	SSS3.8 <ul style="list-style-type: none"> lists the differences between the two towns gives reasons for indicating which town

<p>Refer to the <i>Australians All! Teachers guide</i>. Use Sharing the text for literacy strategies on pages 9 and 10, Go to page 11. <i>Exploring the concepts</i> dot points 4 and 5 and <i>Extending the concepts</i>, page 13 dot point 4, for teaching strategies focusing on community involvement.</p> <p>...Stage 1 continues... ↓</p>	<p>organise</p> <ul style="list-style-type: none"> explains how groups help people in the community 	<p>Compare the two towns: draw up a class chart <i>Community involvement</i> with two columns headed <i>Problems and Solutions</i>. List the problems in Brownsville and the solutions the Wollupa community developed. How do these scenarios relate to or illustrate the key words listed above?</p> <p>Refer to teaching material in the DD Middle Primary units on <i>Joining In</i>. Copy <i>Handout 12</i>, page 123 for students use. Read handout and discuss. Who has participated in Clean up? What did you do, who helped? Do people get paid for clean up work? Why do they do it? View DD video clip, <i>Joining In</i>, on Clean up Australia (7:00 mins) Use the <i>Community Groups</i> task in DD Middle Primary Units Assessment Resource. Copy pages 48 and 49 for students' use. Read and discuss the questions and</p>	<p>preferable to live in</p> <ul style="list-style-type: none"> relates the community involvement illustrated to the key words <p>identifies the role of communities in <i>Clean Up Australia</i></p> <p>describes how the community benefits from involvement in <i>Clean Up Australia</i></p> <p>reads and discusses the article on <i>Greening Australia</i></p> <p>identifies the pluses and</p>	<p>Compare the two towns: draw up a class chart <i>Community involvement</i> with two columns headed <i>Problems and Solutions</i>. List the problems in Brownsville and the solutions the Wollupa community developed. How do these scenarios relate to or illustrate the key words listed above.</p> <p>Investigate community campaigns. Both examples used relate to issues involving women. Begin by reading <i>Susan B. Anthony</i>, page 10, DD Upper Primary readers. Refer to the teaching ideas in the DD Upper Primary Teachers Guide page 3 and 4 when using this text with students. <i>Handouts 11 to 15</i> in DD Upper Primary Units provide examples for students to read on equal pay for equal work. Refer to Activity 4 and 5, page 126 – 127 for teaching ideas using this material. Use the task <i>Community</i></p> <p>would be preferable to live in</p> <ul style="list-style-type: none"> identifies the level of community involvement in each town relates the community involvement illustrated to the key words <p>CUS3.1</p> <ul style="list-style-type: none"> examines women's campaign to get the vote examines issues affecting women's campaign to receive equal pay for equal work
---	--	---	---	--

<p>...Stage 1 continues... ↓</p> <p>Modified task Modify the Stage 2 task <i>Australian civic values</i></p> <ul style="list-style-type: none"> • <i>collects illustrations of icons and</i> 	<p>answers given by Linda on Greening Australia. What are some of the groups in our community? Refer to the <i>Handouts</i> page 112 to 119 in Middle Primary units, for ideas and information on different community groups. Decide if the people involved are paid or unpaid (voluntary), or both, in these examples. Brainstorm and list other community groups or organisations. Find contacts for these groups among parents. Use the local phone book for additional contacts. Use student <i>Work sheet 1</i>, page 52 and 53 DD Middle Primary Units Assessment Resource for students to use when conducting an interview (phone?) with a member of a community group. Use <i>Supplementary Sheets 1</i> and <i>2</i>, page 50 and 51 with students who are unable to interview someone. Students use the instructions on page 54 to prepare a poster with descriptions of the</p>	<p><i>minuses of being part of a community group</i></p> <ul style="list-style-type: none"> • <i>reads about and explores other types of community groups</i> • <i>undertakes a guided (phone) interview of a member of a community group.</i> • <i>uses supplementary material as required</i> • <i>constructs an information poster on the community group</i> 	<p><i>campaigns</i> in <i>DD Upper Primary Units Assessment Resource</i> page 49. Follow teaching and learning instructions for this task.</p> <p>Compare the knowledge gained by drawing up a class chart <i>Community campaigns</i> with two columns headed <i>Problems</i> and <i>Solutions</i>. List the problems of the two case studies. List the solutions for these problems.</p> <p>Display the two <i>Problems and Solutions</i> charts. Discuss the similarities and differences between community involvement and community campaigns. Brainstorm additions that could be made to these lists. Do they overlap? What would life be like in our communities without community involvement and community campaigns?</p> <p>...Stage 3 continues... ↓</p> <ul style="list-style-type: none"> • <i>gives an account of the actions and achievements of citizens' campaigns</i> <p>SSS3.8</p> <ul style="list-style-type: none"> • <i>evaluates the effectiveness of strategies used in citizens' campaigns</i> • <i>identifies the similarities, differences and effect on communities of community involvement and community campaigns</i>
--	--	--	---

<p><i>shield</i> for Stage 1. The Stage 1 focus is on features of community involvement that the students identify with. This could include sporting groups and their colours and emblems, Scouts or Cubs, church groups etc. Revise the student task on page 39 and 40 for students. Enlarge the shield and copy. Make A3 photocopies of <i>Handouts 1 and 2</i> from the DD Middle Primary unit <i>We Remember</i> and display in classroom for student reference. Students undertake task. Students can present an oral explanation of the items or symbols included in their civic values shield.</p>	<p><i>symbols used by community groups</i></p> <ul style="list-style-type: none"> • <i>discusses the purpose and function of the Australian symbols</i> • <i>illustrate own civic values shield</i> • <i>explains the inclusion of items in their civic values shield</i> 	<p>information on the community group they have investigated. Present their poster to the class.</p> <p>Undertake the task, pages 39 and 40, <i>DD Middle Primary Units Assessment Resource</i>. Review the student task on page 39 and copy page 40 for students. Enlarge the shield and copy. Make A3 photocopies of suitable <i>Handouts</i> from the DD Middle Primary unit <i>We Remember</i> and display in classroom for student reference. Students undertake task. Students can present an oral or written explanation of the items or symbols included in their civic values shield.</p>	<p><i>they have investigated</i></p> <ul style="list-style-type: none"> • <i>clarifies values associated with the Australian community</i> • <i>discusses and explains the purpose and function of Australian symbols and anthems</i> • <i>illustrates Australian civic values in their values shield</i> • <i>explains the inclusion of items in their civic values shield</i> 	<p>...Stage 3 continues... ↓</p>
<p>Use the key words trust, safety, connections, participation, volunteering, networking, cooperation and tolerance to focus student understanding on community involvement.</p>	<ul style="list-style-type: none"> • <i>determines the positive benefits of community involvement</i> 	<p>Use the key words trust, safety, connections, participation, volunteering, networking, cooperation and tolerance to focus student understanding on community involvement.</p>	<ul style="list-style-type: none"> • <i>determines the positive benefits of community involvement</i> 	<p>Use the key words trust, safety, connections, participation, volunteering, networking, cooperation and tolerance to focus student understanding on community involvement.</p> <ul style="list-style-type: none"> • <i>determines the positive benefits of community involvement and community campaigns</i>

(1) <http://www.coa.nsw.gov.au/PDF/RegeneratingCity.pdf>

Environmental responsibilities

The focus for Stage 1 and 2 is on the 4Rs: *Reduce, Reuse, Recycle* and *Rethink*. Stage 3 develops an understanding of global issues that can affect the Australian environment by looking at Customs and Quarantine.

Schools have access to an enormous and bewildering array of environmental support material often combining learning that supports HSIE and Science and Technology. Use material that provides knowledge appropriate for each stage and aligns with the syllabuses outcomes and content. Select material that encourages students to undertake environmental projects at home, school and in the community that really do “make a difference”.

The *Ollie Saves the Planet* project offers a wealth of information and activities suitable for primary students with a focus on the 4Rs at:

<http://www.ollierecycles.com/planet/aus/index.htm> This site continues to develop. A CD-ROM *Ollie Saves the Planet: Australia*, will be distributed to schools during 2002. Use the *Ollie Info* index at: <http://www.ollierecycles.com/planet/aus/info/alpha/alpha00.htm> to research the 4Rs and identify practical environmental ideas to implement suitable for primary students.

Use the key words **trust, safety, connections, participation, volunteering, networking, cooperation** and **tolerance** to focus student ideas and describe our environmental responsibilities.

Stage 1		Stage 2		Stage 3	
<p>ENS1.6 Relationships with places Demonstrates an understanding of the relationship between environments and people.</p> <p>SSS1.8 Roles, rights and responsibilities Identifies roles and responsibilities within families, schools and the local community, and determines ways in which they should interact with others.</p>		<p>ENS2.6 Relationships with places Describes people’s interactions with environments and identifies responsible ways of interacting with environments.</p> <p>SSS2.8 Roles, rights and responsibilities Investigates rights, responsibilities and decision-making processes in the school and community and demonstrates how participation can contribute to the quality of their school and community life.</p>		<p>ENS3.5 Patterns of place and location Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner.</p> <p>SSS3.7 Resource systems Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities.</p> <p>SSS3.8 Roles, rights and responsibilities Explains the structures, roles, responsibilities and decision-making processes of state and federal governments and explains why Australians value fairness and socially just principles.</p>	
Activities	Indicators	Activities	Indicators	Activities	Indicators
Use the text <i>Window</i> by Jeannie Baker to investigate the impact people are having on our	<p>ENS1.6</p> <ul style="list-style-type: none"> identifies changes to the natural environment to 	Use the text <i>Window</i> by Jeannie Baker to investigate the impact people are having on our	<p>ENS2.6</p> <ul style="list-style-type: none"> explains changes to the natural environment to 	The Australian environment is unique. Special measures have been put in place to protect	

<p>environment. Use a range of big book strategies to investigate and analyse each image. Use a variety of questions to guide students through the text. Establish what is the same and what has changed from image to image. Develop students' understanding of environmental change and the positive and negative impact this has on our environment. Read the <i>author's note</i> discuss what this means to us and to our future. Ask what we can do to make a difference. Introduce the 4Rs: Reduce, Reuse, Recycle and Rethink. Copy onto A3 sheets and undertake a <i>Hot Potato</i> activity in small groups. (See Stage 3 in <i>Developing a sense of community</i>). Play the <i>Recycling</i> game at (1) to learn about what can be recycled. Set a home based project to keep a</p>	<p><i>meet current community needs and wants</i></p> <ul style="list-style-type: none"> • <i>develops an understanding of values and responsibilities towards our environment</i> • <i>discusses the impact of current practices and their implications</i> • <i>communicates an understanding of the 4Rs</i> • <i>undertakes activities to learn about recycling</i> 	<p>environment. Use a range of big book strategies to investigate and analyse each image. Use a variety of questions to guide students through the text. Establish what is the same and what has changed from image to image. Develop students' understanding of environmental change and the positive and negative impact this has on our environment. Read the <i>author's note</i> discuss what this means to us and to our future. Ask what we can do to make a difference. Introduce the 4Rs: Reduce, Reuse, Recycle and Rethink. Copy onto A3 sheets and undertake a <i>Hot Potato</i> activity in small groups. (See Stage 3 in <i>Developing a sense of community</i>). Use the web site at (2) to learn about recycling. Suggest recycling strategies that can be used</p>	<p><i>meet current community needs and wants</i></p> <ul style="list-style-type: none"> • <i>expresses an understanding of values and responsibilities towards our environment</i> • <i>discusses and gives reasons for the impact of current practices and their implications</i> • <i>communicates knowledge of the 4Rs</i> • <i>undertakes a variety of activities to learn about the 4Rs</i> 	<p>this environment from diseases and pests that would destroy it. Investigate some of these processes and some of the problems that could occur.</p> <p>Use <i>Sydney Airport</i>, DET teaching material. Refer to teaching and learning activities on page 32; <i>A day in the life of a sniffer dog</i>. Read the text on page 25 of the student booklet. Additional information on sniffer dogs can be found on the web sites at (1) and (2). Students draw a mind map of the role of sniffer dogs.</p> <p>Refer to the teaching and learning activities on page 33, <i>Quarantine: helping to keep Australia disease free</i>. Refer to web site (3) for general reference. Then go to web site (4) and choose lesson plan 11: <i>Time to eat</i> and lesson plan 24: <i>Suspected illegal entrant</i>. Use the teaching and</p> <p>SSS3.7</p> <ul style="list-style-type: none"> • <i>outlines Australia's obligations under international treaties and law enforcement agreements, e.g. protecting citizens from the distribution of illegal drugs</i> • <i>examines the reasons for using sniffer dogs</i> <p>ENS3.5</p> <ul style="list-style-type: none"> • <i>describes the role of the Australian Quarantine and Inspections Service</i> • <i>recognises the importance of strict quarantine rules</i> <p>SSS3.7</p> <ul style="list-style-type: none"> • <i>explains why</i>
---	---	---	--	---

<p>tally of different items recycled at home in a week. Compare results at the end of the week. Undertake a <i>Lunch Refuse Survey</i>. Identify the types and quantity of packaging used in student lunches, suggest alternatives that fit in the 4Rs.</p>	<p>at home and school. Trial some of these and report on their success. Research additional information using the <i>Info</i> link. Use the <i>Planet Ark</i> web site at: (3) to investigate specific examples of people taking responsibility for their environment. Or view the video <i>Do Something</i> produced by Planet Ark and available rent free from Video Ezy stores. Present a short talk on a project.</p>	<p>learning activities in these lesson plans and copy the <i>Resources for printing</i> for student use.</p> <p>Discuss the different roles Customs and Quarantine have in protecting Australian communities. What responsibilities do we have in protecting Australian communities.</p> <p><i>certain categories of items are not allowed into Australia under quarantine regulations</i></p> <ul style="list-style-type: none"> • <i>investigates and reports on more comprehensive Australian guidelines and regulations</i> • <i>reports on the role of the Australian Customs service and of the Australian Quarantine and Inspections Service</i>
<p>Use material from environmental teaching kits that provide student activities on improving the 4Rs at home. This could include activities to familiarise students with simple strategies to reduce energy use, reduce pollution, conserve water, increase biodiversity etc.</p>	<p>Use material from environmental teaching kits that provide student activities on improving the 4Rs at home. This could include activities to familiarise students with simple strategies to reduce energy use, reduce pollution, conserve water, increase biodiversity etc.</p>	
<p>How does the way we live affect the environment and our responsibilities towards the environment relate to</p>	<p>How do environmental projects and our responsibilities towards the environment relate to the</p>	<p>How do Customs, Quarantine and our responsibilities in these areas relate to the key</p>
<p>SSS1.8</p> <ul style="list-style-type: none"> • <i>articulates knowledge of environmental</i> 	<p>SSS2.8</p> <ul style="list-style-type: none"> • <i>articulates an increasing knowledge of</i> 	<p>SSS3.8</p> <ul style="list-style-type: none"> • <i>articulates a superior knowledge of</i>

the key words trust, safety, connections, participation, volunteering, networking, cooperation and tolerance to focus student knowledge in describing these environmental responsibilities.	<i>responsibilities</i>	key words trust, safety, connections, participation, volunteering, networking, cooperation and tolerance to focus student knowledge in describing these environmental responsibilities.	<i>environmental responsibilities</i>	words trust, safety, connections, participation, volunteering, networking, cooperation and tolerance to focus student knowledge in describing these environmental responsibilities.	<i>environmental responsibilities</i>
--	-------------------------	--	---------------------------------------	--	---------------------------------------

- (1) <http://www.affa.gov.au/content/schools/fs/dogs.cfm>
- (2) <http://www.affa.gov.au/content/schools/fs/rowdy.cfm>
- (3) <http://www.affa.gov.au/content/schools.cfm>
- (4) <http://www.affa.gov.au/content/schools/lp/act/qpl.htm>