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**CIVICS AND CITIZENSHIP**

**Are we good global citizens?  
Levels 9-10.**

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| **Unit name:** Are we good global citizens? | **BAND:** Levels 9 - 10 | **Time:** 8 x 70 mins |
| **Civics and Citizenship Strand/s:** Citizenship, Diversity & Identity |  | |
| **Learning intention:** Students will be able to analyse the influences on Australian identity and global citizenship. | | |

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| **CIVIC PARTICIPATION ACTIVITY** | Students plan, prepare and implement ideas on lifting Australia’s reputation as a good global citizen. They present their ideas to an appropriate audience and design a way to gain feedback from the audience. Presentation also needs to include reflection on the success of the task in meeting the purpose and on the feedback received. |

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| **CIVICS AND CITIZENSHIP CONTENT** | | | |
| **STRAND** | **CONTENT DESCRIPTIONS** | **ACHIEVEMENT STANDARDS** | |
| **Citizenship, Diversity & Identity** | Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society. (VCCCC035)  Discuss challenges to and ways of sustaining a resilient democracy and cohesive society. (VCCCC036) | ***Students working at level 7-8 will be able to: (extract only)***   * Explain features that enable active participation * Identify the importance of shared values * Explain different points of view and explain the diverse nature of Australian society. * Identify ways they can be active and informed citizens, and take action, in different contexts. | ***Students working at level 9-10 will be able to:  (extract only)***   * Analyse Australia’s global roles and responsibilities. * Analyse a range of factors that influence identities and attitudes to diversity. * Evaluate a range of factors that sustain democratic societies. * Analyse ways they can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities. |

***PRIOR LEARNING – Students need to understand the concepts of national identity and belonging. They need to have some knowledge of Australia’s international involvement, for example, global trade, and the United Nations. It will be beneficial for students to have completed the level 7-8 unit, “Who Are We?” which focuses on understanding intercultural diversity. Also, this unit provides opportunities to deploy and practice prior learning from the Critical and Creative thinking Capability.***

| **LEARNING ACTIVITIES** | **ASSESSMENT TASKS** | **TEACHING NOTES** |
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| **Lesson 1 – Brainstorm - Being Australian**  1. Students discuss what questions/criteria need to be asked to assess if Australia is a good global citizens. What characteristics of a question will be required for us to investigate if Australia is a good global citizen? For example “What makes a good global citizen?” Students list as many questions as possible.   * Students discuss the questions and reflect on: * What makes a good question? * How will we know if we are asking the right question? * Will these questions illicit the information required to investigate the topic?   Students select 5 questions from the list generated. These questions could be used as a set of criteria to assess Australia’s global citizenship. These questions/criteria can be asked again at the end of this unit with a chance for students to reflect on their thinking. (VCCCC035)  2. What is diversity? Brainstorm/discuss as a class. Show animation/s about diversity found in **Resource 1 and Resource 2**.   * What do the clip/s tell you about diversity? * List the ways in which the human race is a diverse one. * Why is this a good thing?   Ask students to reflect on their thinking by completing the following “I used to think…..But now, I think….” |  | **Resource 1:**  The Equality Myanmar website features numerous short videos on discrimination and diversity.  <http://equalitymyanmar.org/stop-discrimination-and-respect-diversity/>  **Resource 2:**  Media could include: popular Australian songs (such as “True Blue” by John Williamson), WW1 propaganda poster, ads with an ‘Aussie’ touch (eg. Holden’s “Football, meat pies, kangaroos and Holden cars”), Facebook memes, other social media, Australian celebrations and commemorations e.g. Anzac Day and Australia Day.  <https://www.youtube.com/watch?v=M5JcGo3FCyk> |

| **LEARNING ACTIVITIES** | **ASSESSMENT TASKS** | **TEACHING NOTES** |
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| **Lesson 1 – Brainstorm - Being Australian…continued**  How does the media influence how we see ourselves, individually and as a nation?  3. Class to evaluate a range of media and how they influence ideas of contemporary Australian identity and democracy. Student groups analyse one medium each to see what ideas of Australian identity it conveys and how it influences the opinions/perceptions of Australians about being Australian. Students use their questions from Activity 1 to explore new possibilities and new ideas. They then share their findings with the class and discuss ambiguities and misleading arguments and the possible effects of these on an audience. (VCCCC035)  4. Students complete a table showing what each medium presented implies about Australian identity. They comment on how these ideas reflect Australia and Australians, whether ideas are positive or negative and what they depict about Australia’s connectedness with the world.  (VCCCC035)  5. Students re-examine their “I used to think…..But now, I think….” statements and make any modifications. Students should be encouraged to track their previously held assumptions by linking in new ideas, thoughts, reflections and changing views. Ask students to reflect on their initial questions/criteria and if they need modification. |  |  |

| **LEARNING ACTIVITIES** | **ASSESSMENT TASKS** | **TEACHING NOTES** |
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| **Lesson 2 - Our identity – global influences** 1.  (a) Play the “Straya” parody (available on YouTube or see alternative\*).   * What does this clip say about being Australian? * Is this how we want the rest of the world to see us?   Discuss in groups then one member to present group’s ideas to the whole class. Specifically bring attention to assumptions made.  (b) Show the 2017 Lamb advertisement about diversity in **Resource 3**.   * What does this clip say about being Australian? * Is this how we want the rest of the world to see us?   Again, bring students’ attention to assumptions made. They may then compare and show via a table, the different perspectives presented. (VCCCC035)  2.  (a) Using one or both of these ads, teachers may assist students to define and identify and discuss persuasive devices used including rhetorical and reasoning errors, false dichotomies and begging the question, suppressed premises and assumptions.Example, for ‘begging the question’ – *“Can a person be religious or have another national identity and be Australian?”*  (b) Ask students in pairs to come up with possible ways to examine data on Australian Identity.   * Where data would be accessed? * Who can access such data? * How is it collected? |  | **“STRAYA” Parody video:**  <https://www.youtube.com/watch?v=rMdbVHPmCW0>  **Resource 3:**  <https://www.youtube.com/watch?v=uGdjX8QqL_Y> ( <https://www.mla.com.au/marketing-beef-and-lamb/domestic-marketing/lamb-campaigns/> ) |

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| **Lesson 2 - Our identity – global influences… continued**  (c) Present students with a copy of ABS statistics about where Australians were born found in **Resource 4**. Using Lesson 1 class questions/criteria, students consider the ABS statistics and discuss a broad range of representations, premises and assumptions of Australia/Australians for example, as portrayed on social media, advertisements, movies, television shows and news broadcasts. Ask students to compare representations/assumptions with the data. Use of other ABS statistics re: Australia’s population demographics may be relevant for additional comparison. Students may reflect on “I used to think…..But now, I think….” statements and continue to track their changing assumptions.  (d) Students can consider how they think people (globally) really see “Aussies” and where these ideas come from. Students could present their ideas as a mindmap which depicts where ideas of Australian identity come from and what some of these look like. Ask:   * Which ideas make them feel proud to live in Australia? Why? * Which are embarrassing and why? * Which ideas are derived from other cultures? (VCCCC035)   (e) Consider challenges of identity and belonging and discuss and record how and why various groups, including religious groups, participate in civic life. Identify how these challenges may affect Australian Democracy and a cohesive society (VCCCC036) |  | **Resource 4:** [http://www.abs.gov.au/ausstats/abs@.nsf/Latestproducts/3412.0Main%20Features32015-16?opendocument&tabname=Summary&prodno=3412.0&issue=2015-16&num=&view](http://www.abs.gov.au/ausstats/abs@.nsf/Latestproducts/3412.0Main%20Features32015-16?opendocument&tabname=Summary&prodno=3412.0&issue=2015-%09%09%09%0916&num=&view)= |

| **LEARNING ACTIVITIES** | **ASSESSMENT TASKS** | **TEACHING NOTES** |
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| **Lesson 3 – Are we Global Citizens?**  1. Watch 'Australians as global citizens' in **Resource 5** and address the questions in the “Things to Think About” tab.  2. Discuss the definition of a global citizen – how is this different to Australia as a global citizen? Brainstorm and list ways in which Australia can participate as a global citizen. In groups, students may select one of the ideas presented in **Resource 5\*** and**Resource 6**to research further and present a persuasive publication such as brochure, poster, video of ways Australians can be global citizens.  3. Brainstorm and make a list of Australia’s active global connections such as in international sporting events (Commonwealth Games, Soccer World Cup), political representation (eg. UN, ASEAN, G20 summits), involvement in international aid organisations (Red Cross), climate change (Earth Hour and international agreements on carbon emissions), wars (Defence alliances), trade (eg. APEC, WTO), immigration (refugee & asylum seeker policies), membership of UN groups.  Student’s use the 1-3-6 Protocol (see Teaching notes) to analyse and take notes on how Australia’s involvement in one of these might influence the world’s view of Australians. Groups may present their responses to the whole class. (VCCCC035)  4. Students re-examine their “I used to think…..But now, I think….” Statements and add in any additions and modifications. In pairs students to discuss how their previously held assumptions linking in new ideas, thoughts, reflection and changing views. Pose the question to the students “What is influencing your changing assumptions?”  5. Raise and explain the topic of cognitive bias and unconscious bias. Ask students to reflect on their learning in Lesson 1-3 and identify if examples of bias in their initial reflections/questions/criteria. Share with the class.  6. Ask students to re-evaluate their questions/criteria to remove bias.   * What questions do we need to ask to determine whether Australia is a GOOD global citizen? * What do effective questions look like? * Do they need modification? |  | \*Alternatively to **Resource 5**, show advertisements that stereotype Australia such as Tourism Australia’s “Where the bloody hell are you?” Campaign or segments from The Sydney Olympics closing ceremony that present stereotypes  **Resource 6:**  Ways Australia can be a global citizen include:   * Being aware of global issues and that what we do affects others eg. music pirating, exporting waste * Volunteering to assist those in need due to eg. poverty, disaster, war – involvement in groups such as Red Cross, sponsor a child, support refugees, Doctors without Borders Engaging with neighbouring countries for understanding, eg. sister schools, World Challenge * Welcome everyone – truly support asylum seekers, consider generous trade practices with poor/weak countries * Cultivate a culture of peace, eg. curb racism/intolerance, avoid supporting violence in any form * Be globally responsible – use clean energy, reduce carbon emissions,  - Embrace diversity – celebrate with other cultures, preserve indigenous cultures * Be active – DO something to support points above   **1-3-6 Protocol –**  1. Teacher to pose a question, problem or statement.  2. As individuals, students compile a list of ideas and understandings.  3. The students then form groups of three and combine their lists into an agreed set.  4. The students then combine two groups of three to make six and combine their lists into a final set. |

| **LEARNING ACTIVITIES** | **ASSESSMENT TASKS** | **TEACHING NOTES** |
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| **Lessons 4 - 6 – Being a Global Citizen**  1.  a) As a class, read the news articles in **Resource 7** and **Resource 8.** Discuss what these media reports reveal about our identity as a global citizen. Ask students to consider the different arguments about the ways Australia is presented as a good global citizen and ways Australia is depicted as a poor global citizen. (VCCCC036)  (b) Encourage students to reflect on the questions/criteria on which their responses were based and ask them to create a new list of criteria to determine whether a nation is a good global citizen. They may design a rubric to present these criteria.  (c) In groups, students choose one global issue and use their rubric to determine whether Australia is a good global citizen in this scenario. Students need to examine whether their criteria works and what ‘tweaks’ they need to apply to make it more effective. (VCCCC036)  **Lessons** **5 - 8 – Being a global citizen** COMMUNITY PARTICIPATION PROJECT – AUSTRALIAN IDENTITY  1. Consider an issue or challenge in lifting Australia’s reputation as a good global citizen. Ideas from previous task may assist. Plan, prepare and implement this idea to an appropriate audience and design a way to gain feedback from the audience. Students need to create a plan of intention that indicates learning strategies they intend to use, what or how they hope to achieve their goals and the criteria they may use to measure their success. (VCCCC035)  2. Finished task needs to include why the particular project was selected and why Australia needs to improve its reputation as a global citizen in this area. Presentation also needs to include reflection on the success of the task in meeting the purpose and on the feedback received and on how students were able to monitor their learning strategies and evaluate and adapt these in order to fulfil the task. | **Appendix 1** Assessment Rubric: Community Participation Project – Australian Identity | The presenter uses a range of data sources to describe Australia's position in the world and some of the ways Australia currently connects with the world.  **Resource 7:**  <http://www.theaustralian.com.au/opinion/food-security-key-to-global-stability/news-story/86cc69514f9dc4ee0e06d4c39ca9a19b>  **Resource 8:**  <http://www.abc.net.au/news/2014-10-03/steketee-refugee-bill-trashes-our-'good-global-citizen'-title/5787512>  Students need to be clear about who their audience is, what their purpose is and how they will receive feedback before they start planning this task. |

| **LEARNING ACTIVITIES** | **ASSESSMENT TASKS** | **TEACHING NOTES** |
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| **Lesson** **5 - 8 – Being a global citizen… continued**  2. Ideas and examples:   * Organise a local celebration for World Harmony Day. * Organise a fundraiser and awareness campaign for an NGO such as World Vision or WWF. * Collect and collate an anthology or annotated visual display of local refugee stories and present these to an appropriate audience. * Investigate attitudes to an issue of local, national and/or global discrimination, plan a way to address these and present this to a local council. * Create a social media campaign to raise awareness of a global issue and how people can address it. * Create a social media campaign to raise awareness of how the media influences our attitudes to diversity and inclusion. * Public speaking – How video games such as Sim Animals or even Pokemon Go may be good for a global society. * Investigate and run an advertising/awareness campaign about a Global Citizen, the website. * Write a picture story book about a Human Rights issue and present it to an audience.   Other ways to present may include:   * Creating a video. * Conducting an interview. * Organising a public forum.   3. Students re-examine their “I used to think…..But now, I think….” statements and add in final additions and modifications. As individuals and then in groups students reflect on how their statements, questions and criteria have changed over the lessons. Discuss why their previously held assumptions, new ideas and thoughts on reflections have changed.  4. Ask students to discuss what they now think it means to be Australian.   * Ask them what they believe makes a good “global citizen”. * Students can compare these responses with those they gave at the beginning of the unit and consider how they now think about these ideas. * What has changed in the way they think and why? |  |  |

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| **RESOURCES** |
| **Resource 1** - Equality Myanmar: Stop Discrimination and Respect Diversity (2:30)  <http://equalitymyanmar.org/stop-discrimination-and-respect-diversity/>   **Resource 2 -** Do One Thing For Diversity and Inclusion-Different, (1:01). Published on 24 Sep 2013, Licence - [Creative Commons Attribution licence (reuse allowed)](https://www.youtube.com/t/creative_commons), viewed July 14 2016,   <https://www.youtube.com/watch?v=M5JcGo3FCyk> **.** **Resource 3 -** Official Australia Day lamb advertisement 2017, Published on 12 Jan 2017, Copyright MLA (Meat & Livestock Australia), viewed April 3 2017 <https://www.youtube.com/watch?v=uGdjX8QqL_Y> ( <https://www.mla.com.au/marketing-beef-and-lamb/domestic-marketing/lamb-campaigns/> )  **Resource 4 -** ABS Country of Birth statistics,  [http://www.abs.gov.au/ausstats/abs@.nsf/Latestproducts/3412.0Main%20Features32015-16?opendocument&tabname=Summary&prodno=3412.0&issue=2015- 16&num=&view](http://www.abs.gov.au/ausstats/abs@.nsf/Latestproducts/3412.0Main%20Features32015-16?opendocument&tabname=Summary&prodno=3412.0&issue=2015-%09%09%09%0916&num=&view)=   * **. Resource 5 -** ABC News, 'Australians as global citizens',(1:36) ABC Splash, 14 July 2016, viewed July 14 2016,  <http://abcspla.sh/m/526677> **.** **Resource 6 -** Ways Australia can be a global citizen include:   Being aware of global issues and that what we do affects others eg. music pirating, exporting waste  Volunteering to assist those in need due to eg. poverty, disaster, war – involvement in groups such as Red Cross, sponsor a child, support refugees, Doctors without Borders  Engaging with neighbouring countries for understanding, eg. sister schools, World Challenge  Welcome everyone – truly support asylum seekers, consider generous trade practices with poor/weak countries  Cultivate a culture of peace, eg. curb racism/intolerance, avoid supporting violence in any form  Be globally responsible – use clean energy, reduce carbon emissions,   Embrace diversity – celebrate with other cultures, preserve indigenous cultures  Be active – DO something to support points above   **.** **Resource 7 -**  Food aid will help buy peace, The Australian, 23 February 2017, viewed 20 April 2017,  <http://www.theaustralian.com.au/opinion/food-security-key-to-global-stability/news-story/86cc69514f9dc4ee0e06d4c39ca9a19b>  **. Resource 8 -** Refugee bill trashes our 'good global citizen' title ABC News 3 Oct 2014, viewed July 14 2016,  <http://www.abc.net.au/news/2014-10-03/steketee-refugee-bill-trashes-our-'good-global-citizen'-title/5787512>  **OTHER RESOURCES**  Citizens and Citizenship Education, Australians as global citizens, viewed July 14 2016,   <http://www.civicsandcitizenship.edu.au/cce/global_citizenship_-_student_investigations,21210.html> |

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| **COMMUNITY PARTICIPATION PROJECT – AUSTRALIAN IDENTITY** | | | | | |
| **TASK:** *Consider a way to lift Australia’s reputation as a good global citizen. (Ideas from previous task may assist). Plan, prepare and present this idea to an appropriate audience and design a way to gain feedback from the audience. Finished task needs to include why the particular project was selected and why Australia needs to improve her reputation as a global citizen in this area. Presentation also needs to include reflection on the success of the task in meeting the purpose and on the feedback received.*  **Name:** | | | | | |
| **CONTENT** | | **ACHIEVEMENT STANDARDS** | | | |
| **Level 10** | **Level 9** | **Level 8** | **Level 7** |
| **PLANNING** | Plan, prepare & implement idea including  explanation of purpose | Presentation includes a detailed, specific plan of intended procedure which takes into account, purpose and audience. | | Presentation includes a clear plan of intended procedure which takes into account, purpose and audience. | |
| **Civics and Citizenship** | **Citizenship, Diversity & Identity** | * Response shows analysis and evaluation of Australia’s global roles and responsibilities. * Response evaluates a range of factors that sustain democratic societies. * Response presents an analysis of ways students can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities. * Response analyses a range of factors that influence identities and attitudes. | | * Explain features that enable active participation * Identify the importance of shared values * Explain different points of view and explain the diverse nature of Australian society. * Identify ways they can be active and informed citizens, and take action, in different contexts. | |
| **FEEDBACK** | Reflection on task meeting purpose | A detailed, critical reflective summary of the presentation and feedback shows a sound understanding of how attitudes and identity are influenced by other people and events. | | A reflective summary of the presentation and feedback shows some understanding of how attitudes and identity are influenced by other people and events. | |
| Feedback: | | | | | |

**ASSESSMENT**

**Level 9-10 Civics & Citizenship: Identity and Diversity**

*The following uses the Achievement Standard and is for teacher use only. Teachers may choose to elaborate on the statements by developing an assessment rubric that describes student achievement in the task including additional criteria not specific to the curriculum content in this unit, for example, collaboration and reflection.*