

# I CAN MAKE A DIFFERENCE YEARS 4–6

TEACHER RESOURCE



Front cover image: Fish-eye lens view of pastoralists at Parliament House for farmers demonstration, Canberra - 8 July 1985

National Archives of Australia collection. NAA:A6135, K8/7/85/8

**HANDS ON DEMOCRACY** TEACHER RESOURCE  
I CAN MAKE A DIFFERENCE



MUSEUM  
OF AUSTRALIAN  
DEMOCRACY

OLD PARLIAMENT HOUSE

**MOAD**  
**LEARNING**

# HANDS ON DEMOCRACY TEACHER RESOURCE

## I CAN MAKE A DIFFERENCE

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## INTRODUCTION

The *Hands on Democracy* teacher resource—**I Can Make a Difference** has been developed to help you plan your class visit and to book a school program at the Museum of Australian Democracy (MoAD) at Old Parliament House. The school program is based in *Hands on Democracy*—an award winning children’s exhibition.

The aim of *Hands on Democracy* is for children to discover that democracy is not just something that we have, but something that we do everyday. The main focus of the exhibition and the school program is active citizenship.

This teacher resource focuses on the school program **I Can Make a Difference** which explores how we as individuals can make a difference in local, national and global communities.

**I Can Make a Difference** has been developed for primary students from Year 4 to Year 6 and has strong links to the Australian Curriculum for History and English. It would also be ideal for ethics classes. It also supports the ACARA draft shaping paper and Civics and Citizenship Statements of Learning.

The programs are led by museum presenters with teacher support. However, they can be offered as teacher-led experiences. Programs in *Hands on Democracy* can be tailored to suit your students’ needs. Please indicate this at time of booking.

For other onsite school programs at the museum please go to [Onsite Programs](#) at MoAD Learning.



Students record their thoughts on leaves and add them to the trees in *Hands on Democracy*, 2009. Museum of Australian Democracy Collection.

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#### PROGRAM OUTLINE – I CAN MAKE A DIFFERENCE

This section provides an overview of the program. Please note that the program requires teacher support.

- Length: 1 hour
- Maximum group size: 25 students

#### Arrival and exhibition experience

A museum presenter will greet your group and assist with any cloaking. Entry is through the lower assisted entry of the building.

All bags, drink bottles, pens and food (with the exception of medications) must be cloaked before entry. This helps us to protect and preserve the heritage of Old Parliament House.

In the *Hands on Democracy* exhibition students explore ideas of democracy and community through a number of group activities. A standard program includes hands-on activities, a literature activity and a heritage experience in the Chambers where Parliament worked.

Students will be encouraged to help protect the building by wearing cotton gloves before the presenter leads the group to the heritage space.

The Learning pages of the Museum's website have information on [booking and planning your visit and things to see nearby](http://moadoph.gov.au/learning/planning-your-visit/) including Magna Carta Place and the Aboriginal Tent Embassy  
<http://moadoph.gov.au/learning/planning-your-visit/>



Detail from poster prepared by representatives who took part in the sixth session of the Children's Parliament of Bangladesh.  
Courtesy of Save the Children Australia.



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#### PROGRAM OUTCOMES

Students will experience an overview of the development and practice of active citizenship within Australian democracy, past, present and future

By

- Being encouraged to think critically about the role of citizens and governments in a democracy.
- Examining a global social justice issue - child labour.
- Discovering and applying their knowledge of children's rights and responsibilities as active citizens, and how they can make a difference within their local, national and global communities.
- Discovering parliamentary procedure in the Chambers from where Federal Parliament worked from 1927-1988.

#### KEY WORDS

democracy	citizen	community
voice	choice	change
cooperation	respect	fair
rights	responsibility	active



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#### ONSITE ACTIVITIES

Please note that various activities are available in the *Hands on Democracy* exhibition space and the following are sample activities.

#### DEFINING DEMOCRACY

What is democracy? How do students understand what is meant by democracy?

Using our quote wall, where a number of words connected to democracy are magnetically attached to a large panel, students work together to contribute ideas of what is the meaning of democracy.

#### LITERATURE ACTIVITY

Children explore the following text to gain an understanding of the rights of the child and responsibilities towards protecting them.

**Castle, Caroline, *For Every Child*, Hutchinson Great Britain 2000**

##### Story summary:

The book begins 'Whoever we are, wherever we live, these rights belong to all children under the sun and the moon and the stars'. It shows, in pictures, the rights of the child which are laid out in the *United Nations Convention on the Rights of the Child*.

##### Discussion points:

What things are important to children? What do you need to grow up happy and healthy? Do children all over the world have the same rights as you?



^ Defining Democracy- Students choose words or phrases that they think reflect the idea of democracy. Museum of Australian Democracy Collection.

< Students enjoy a story in Hands on Democracy, 2010. Museum of Australian Democracy Collection.

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#### DESIGN AND BUILD

Working together, children become town planners. Using 3D shapes students design their ideal city or community – one that is safe and healthy to live in. The X factor (? shape) can be whatever the students feel their city or community requires - a carpark, cafe, hospital, museum...

This activity allows students to think about and construct their ideal place to live, whilst working as a team and incorporating others' views. Students are then asked to imagine what it would be like to live without one of the important aspects of a community, such as clean water, schools or hospitals. What democratic actions can we take to ensure that children have their rights upheld by having access to what they need?

#### ART AND CRAFT

Students create an example of an action that they could take to ensure children's rights, and the rights of others, are respected and upheld.

The *Hands on Democracy* exhibition encourages self-expression in a variety of ways. One space is a dedicated craft room where students can have their say using high quality art and craft supplies.



^ Students create their own city in *Hands on Democracy*, 2009.  
Museum of Australian Democracy Collection.

< Art and Craft activity in *Hands on Democracy*, 2009  
Museum of Australian Democracy Collection.

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#### HERITAGE EXPERIENCE

During a heritage experience students discover how Australians are represented in their federal parliament in one of the Chambers where members and senators worked.

In some countries around the world, children have a parliament of their very own in which to raise issues which have an impact on their lives. Students will learn about the *Shishu Parishad* Children's Parliament in Bangladesh. What issues could be discussed if such a parliament existed in Australia?

*Shishu Parishad* - how representatives are chosen.  
Museum of Australian Democracy Collection.



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#### PRE-VISIT ACTIVITIES

**Optional activities** which can be used in the classroom prior to your visit. We recommend that students have had a discussion on what it means to live in a democracy in order to maximise the benefits of the onsite program experience.

#### Suggested freely available activities and resources to download:

##### **Rights of the child calendar**

[Child-Rights-Calendar](#)

##### **Information about UNICEF (The United Nations Children’s Fund)**

[For Teachers](#)

[Students and Clubs](#)

##### **Child Parliament in Bangladesh**

[Child Parliament](#)

#### Community

##### **Activity: Right to a Name**

*A good first-hand introduction to a discussion on rights and respect based on the significance attached to your name.*

From the [Global Education](#) website

[Teaching activity: basic needs and children’s rights](#)

##### **Activity: Right to Protection**

*Explores how everyone cooperates to make our community a safe and healthy one.*

[Teaching activity: Respecting and protecting human rights](#)

##### **Activity: Why do community groups exist?**

*Variety of ideas focusing on community groups and how they contribute to individuals and society.*

From the [Discovering Democracy](#) website

[Discovering Democracy- Community Groups](#)

#### Environment

##### **Game: Clean up a river, recycle and do a quiz along the way**

*An interactive game highlighting the importance of clean waterways and recycling. The game is specific to year level and existing state/territory curriculum.*

From the [Clean Up Australia](#) website:

[Clean up the River](#)

##### **School venture: Sustainable Schools**

*Make a school-wide commitment to become an environmentally active school.*

From the Sustainable Schools Website: [Sustainable Schools](#)

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## BOOK LIST

### Suggested books for pre-visit reading:

- Baker, Jeannie, *Mirror*, Walker Books, London, 2010. Classroom activities for Mirror are available free from the [Walker books](#) website
- Kermit the Frog (as told to Louise Gikow & Ellen Weiss), *For Every Child a Better World*, in association with the United Nations, GoldenCraft, USA, 1993
- *A Life like Mine*, DK Publishing in association with UNICEF, 2002
- Anh Do and Suzanne Do, *The Little Refugee*, illustrated by Bruce Whatley. Allen and Unwin, Crows Nest, 2011
- Karen Lynn Williams, Khadra Mohammed, Doug Chayka *Four Feet, Two Sandals*, Eerdmans Books for Young Readers 2007
- Lauren Childs, *What Planet are you from, Clarice Bean?* Orchard Books, 2002
- Oodgeroo Noonuccal *Father Sky and Mother Earth*, Wiley and Sons, Queensland, 1981

## POST-VISIT ACTIVITIES

### Activities and Resources to Download

#### Community

#### Stories of people and rights

*Depict the Rights and Responsibilities of Children, as 11 year old Zac MacPherson has done.*

**Activity:** Create your own artwork (From the [Save the Children](#) website)

**Resource: Understanding Human Rights** [Respecting and protecting human rights](#) | Global Education

#### Activity: Prevent Bullying in Schools

[Bullying No Way](#) website

#### Activity: Challenge racism in schools and the environment

[Racism No Way](#) website

**Research: [Global Initiative](#)** - *Children taking action about ending corporal punishment in schools*

#### Research: Children's Parliaments

[Finnish Children's Parliament](#)

[UK Children's Parliament](#)

[Children's Parliaments around the world](#)



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#### Environment

##### **Build your own city online**

*A great follow-on for the Design and Build onsite activity*

[City Creator activity](#)

##### **Resource: Why is clean water important?**

[Access to safe water and sanitation](#) | Global Education

##### **Participate in Clean up your School day**

[Clean up Australia day](#)

##### **Activity: What is your ecological footprint?**

*Requires the help of an adult – a good homework activity.*

[Footprint calculator](#)

##### **Activity: Research**

Find out more about young Australian environmental activist [Parrys Raines](#)

#### Communication

##### **Who makes a difference?**

Research people and groups in the world and in your neighbourhood who have made/who are making a difference.

##### **Poster activity**

How can I/we make a difference?

##### **Defining democracy**

Remember the words you used to define democracy in the 'quote' corridor. Having taken part in the I Can make a Difference program, what new words can students use to define or describe democracy? Build a word cloud with students' democracy words.



Parrys holding the Climate Change Torch, 2008.  
Photo courtesy of Judy Raines  
Museum of Australian Democracy Collection.



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#### POST-VISIT READING

**Kielburger, Craig, *It Takes a Child, Me to We* books, Canada, 2008 (picture book version)**

*Once upon a time in Pakistan there was a boy called Iqbal Masih. He was very poor.* This is the story of two boys- Iqbal who was murdered after escaping from and speaking out about child labour, and Craig, who read his story and decided to speak out, not just on Iqbal's behalf but the many children labouring like Iqbal.

**Kielburger, Craig, *Free the Children, Me to We* books, Canada, 2007**

How does someone become a Human Rights Activist? This book tells the story of Craig Kielburger, who read the story of a young child labourer called Iqbal and was so worried by it that he began a movement called *Free the Children*.

***We are all Born Free***, The Universal Declaration of Human Rights in Pictures, Frances Lincoln Children's Books in association with Amnesty International, Singapore, 2010.

**Klein, Robin, *Boss of the Pool*, Scholastic, Australia, 1986**

A classic novel about learning trust and overcoming prejudice as a young girl teaches a boy with an intellectual disability how to swim.

**Starke, Ruth, *Saving Saddler Street*, Lothian Books, Australia, 2001**

How things change- one day a young boy thinks he can learn much faster from computers at home. Then, when the budget stressed government announces that his school which had taught hundreds of migrant children has to close, he finds himself drawing up a plan to save it. Who will care about the school?

**Starke, Ruth, *NIPS XI*, Lothian Books, Australia, 2000**

Lan wants people to see him and his friends as Aussie kids- he is fed up with always being seen as Vietnamese- working hard, eating Vietnamese food and playing with Asian friends. What better way than by forming a cricket team and challenging the best team in the district? They only need equipment, a coach and to learn how to play the game. A novel about standing up against injustice and overcoming cultural barriers.

**Gleeson Libby, *Refuge*, Puffin Books, Australia, 1998**

Andrew's sister Anna likes to get involved and stand up for causes, but her parents aren't so keen. Rosa had to flee her country and the government doesn't want to let her stay in Australia. When Anna decides to hide Rosa in the spare room Andrew has to get involved. But what will happen when their parents find out?

**Winton, Tim, *Lockie Leonard: Scumbuster*, Pan MacMillan Australia, 1993**

Can a thirteen year old surf-rat have a head-banger for a best friend, stay in love with an eleven year old who can surf better than he ever will and still save his town from industrial pollution?

**Winton, Tim, *Blueback*, Pan MacMillan Australia, 1997**

Abel Jackson has lived by the sea at Longboat Bay ever since he could remember. He helps his mother each day and loves to dive. One day he meets Blueback, the biggest and most beautiful fish he's ever seen. When Abel's mother is approached by developers she decides she must do something to protect their fragile piece of coastline, but can Abel and his mother save Blueback and Longboat Bay in time?

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## CURRICULUM LINKS

Australian Curriculum Links for [History](#) and [English](#)

### Year 4

#### National History Curriculum

##### Achievement Standards

By the end of Year 4, students describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change.

##### Historical skills

- Identify different points of view
- Explore a range of sources about the past

#### National English Curriculum

- Discuss literary experiences with others, sharing responses and expressing a point of view
- Share feelings and thoughts about the events and characters in texts
- Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information.

#### National Civics and Citizenship Draft Statements

### Year 5

#### National History Curriculum

- The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony.
- The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples.

##### Historical skills

Identify points of view in the past and present.

#### National English Curriculum

Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources.

#### Statements of Learning for Civics and Citizenship

##### Year 5 Government and law

Students understand that Australia is a democracy based on a constitution, shared values and specific civic features. They reflect on and engage with values that are fundamental to a healthy democracy including freedom of speech. They understand the role and purpose of elections, parliament, government, political parties and civic participation in Australia's democratic system. They know that there are three levels of government. They understand the role of elected representatives and explore concepts of power, leadership and community service.

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#### **Year 5 Citizenship in a democracy**

Students develop an understanding of their rights and responsibilities and engage with these within their school and community. They investigate the range of ways in which people work together to contribute to civil society and discuss values that can help people resolve differences and achieve consensus. They appreciate the right of others to be different, within the rule of law, and participate in activities that celebrate diversity and support social cohesion. They develop skills to contribute effectively to representative groups in familiar contexts.

Students understand ways in which Australian citizens are influenced by and can influence local, state, national, regional and global decisions, events and movements, including issues of sustainability. They investigate the social and political links between Australia and other countries in the Asia–Pacific region and explore global developments and their potential impact on Australia. They understand that protecting the environment requires that people work together as citizens and consumers and participate in appropriate actions as environmental stewards or in other civic action to effect positive change.

#### **National Civics and Citizenship Draft Statements**

#### **Year 6**

#### **National History Curriculum**

- Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children.
- Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war.
- The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport.

#### **Achievement Standard**

- By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group.

#### **National English Curriculum**

- Understand the uses of objective and subjective language and bias
- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions
- Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts.

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#### **Statements of Learning for Civics and Citizenship**

##### **(Year 7) Government and law**

Students investigate principles and institutions that underpin Australia's representative democracy such as free and fair elections and political parties. They explore the purpose of a democratic civil society and discuss ways in which such a society can be achieved. They understand the purpose of the Australian Constitution and recognise the roles of each level of government. They are familiar with the general process of elections and how governments are formed and consider ways in which elected representatives serve their constituents. They understand the difference between parliaments and governments, explore how governments make decisions and consider how these decisions impact on people. They compare non-democratic systems of government with democracies such as Australia.

Students understand ways in which laws and courts protect democratic rights and freedoms. They consider how laws impact on people and can change to reflect community values. They recognise the role of courts in Australian democracy. They consider the influence of international agreements on Australian law.

##### **(Year 7) Citizenship in a democracy**

Students explore the civic values and rights and responsibilities of citizens in a democratic society. They discuss and engage with the rights and responsibilities of Australian citizens. They investigate ways in which individuals and non-government organisations can contribute to a civil society and influence representative bodies including government. They explore values that underpin a diverse and cohesive society and examine these within the local community. They recognise the ways in which people's attitudes and actions influence the social cohesion of a community. They develop skills to become involved in or influence representative groups in the school or community.

Students examine the ways in which Australians are connected to other people in the Asia–Pacific region and around the world. They explore the responsibilities of global citizenship for individuals, organisations and governments and the roles and responsibilities of companies, producers and consumers in relation to sustainability. They explore ways in which countries work together to protect the environment. They participate in raising awareness about environmental issues.

#### **National Civics and Citizenship Draft Statements**

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#### FURTHER LINKS AND DOWNLOADS

##### More discussions on teaching democracy.

Democracy can be a difficult concept. There are many misconceptions about it. Visit the [Defining Democracy](#) page of the Museum of Australian Democracy website for the bigger picture.

The [Discovering Democracy Professional Development Committee](#) has published a paper addressing questions such as *'Why should democracy be taught?'* and *'Can democracy be taught?'*

Save the Children (UK branch) publication, [The Busy Teacher's Guide to the World](#), explores how and why you should bring the world into your classroom and tackles questions including 'I don't want to teach about starving children'. Also includes sample activities such as 'Our Connections'.

Also from Save the Children ['Children's Rights: A Teacher's Guide'](#) including discussion and activities on children's rights and balancing rights with responsibilities.

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