Civics and citizenship

Catalogue of digital curriculum resources

2011
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Introduction
This catalogue contains details about the Civics and citizenship digital curriculum content available from The Learning Federation (TLF) to all schools in Australia and New Zealand.

The digital content includes:
- hundreds of interactive learning and assessment objects
- a large and diverse range of digitised items such as images, film clips, maps, songs, posters and documents.

Learning objects
The learning objects developed for Civics and citizenship help students to develop the knowledge, skills, values and dispositions of active and informed citizenship. This includes knowledge and understanding of Australia's democratic heritage and traditions, its political and legal institutions and the shared values of freedom, tolerance, respect, responsibility and inclusion. They encourage students to analyse and synthesise information, think critically, solve problems and make decisions.

Learning objects are generally published in series and some learning objects within a series are aggregated into single learning objects. Aggregated learning objects are identified with the symbol.

An asterisk (*) on the series title indicates that not all the learning objects in that series have been released. The remaining learning objects will be released progressively.

Some learning objects contain non-TLF content. See the Acknowledgements and Conditions of use in the learning objects for details.

Digital resources
A remarkable range of digitised items licensed from leading Australian and New Zealand cultural and scientific institutions is also available. These items include:

- clips from documentaries, newsreels, television programs and feature films
- photographs, line drawings, documents and maps
- audio files of interviews, broadcasts and speeches.

With each item, TLF supplies an educational value statement comprising a description and contextual information that enriches the value of the asset for the teacher.

This catalogue contains a representative sample of Civics and citizenship-related digital resources licensed from TLF’s partner institutions.

Themes
This catalogue also includes examples of how teachers can draw on TLF’s extensive range of content to create thematic collections to challenge and engage students.

Accessing and viewing the content
Government and non–government education authorities in each Australian state and territory and in New Zealand have responsibility for facilitating access to the pool of digital content. Full details about how to access the content, including the necessary technical and software requirements for viewing it, can be found at:

www.ndlrn.edu.au

Warning: Please be aware that this catalogue and TLF digital content may contain references to Aboriginal and Torres Strait Islander people who may have passed away.
Learning objects

Island life series (Years P–6)

Students distinguish between needs and wants when selecting six items that will ensure their survival on a tropical island.

Features include:
- challenges for students to choose items needed for survival on a tropical island
- careful distinctions between needs and wants
- animated feedback to demonstrate the consequences of decisions made
- a colourful setting and bright calypso music.

Students:
- distinguish between needs and wants when planning to live on a tropical island
- observe the social, environmental and personal consequences of selecting needs or wants.

Island life: needs and wants
L1008 – Years P–2

Island life prompts students to distinguish between needs and wants in an engaging, fun manner. To survive on a tropical island, students choose six items to take with them. When they arrive on the island the consequences of their choices become apparent. If they have chosen unwisely people get sick, the water becomes polluted, rubbish accumulates, trees disappear and buildings fall into disrepair. Students are prompted to revise their selections on subsequent visits to the mainland.

Island life: smart choices
L1034 – Years 3–4

Students continue to distinguish between needs and wants, but at more sophisticated levels. Choices are less black and white and require greater consideration. For example, students must decide whether a fishing rod is more important than a surfboard, or a packet of seeds is of greater worth than a packet of lollies.

Island life: life choices
L1035 – Years 5–6

Students continue to distinguish between needs and wants, but at more sophisticated levels. Choices are less black and white and require greater consideration. For example, students must decide whether a fishing rod is more important than a surfboard, or a packet of seeds is of greater worth than a packet of lollies.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Your rules series (Years P–2)

Students are encouraged to consider how to get along with others. The 'Your rules' series is useful for students who are beginning school, or in settings where conflict may be occurring between students.

Features include:
- audio support throughout the activity
- a final review of rules and behaviour
- options to identify responsible actions and personal safety issues in public places.

Students:
- identify causes of conflicts between children in a playground setting and behaviours that will resolve playground conflicts
- arrive at a set of rules that promote sharing, participation and consideration of others
- evaluate social behaviours in a playground setting and identify causes and solutions to conflicts
- view animated scenarios of conflict.

Playground rules
L949 – Years P–2

Students encounter situations including a child refusing to share, a child stealing food, one child making fun of another, litter being scattered on the ground and a child being left out of a game.

Your rules: in the park
L6351 – Years P–2

Students encounter situations including a child chasing away birds, one child pushing another, dog droppings being left on the ground, a child destroying another's sandcastle and a child wandering away from their family.

Your rules: in the supermarket
L6352 – Years P–2

Students encounter situations including a child needing to go to the toilet, children not sharing, a child pestering a parent, children chasing each other in a shop, and a child taking something that doesn't belong to them.
Make the rules series (Years P–2)

Students are introduced to the need for rules in some situations. Students are prompted to make some rules while engaged in a soccer-based computer game that has some unexpected twists.

Features include:
- the opportunity to repeatedly play the computer game after the rules have been corrected
- a focus on the importance of rules and fairness in games.

Students:
- explore the consequences of varying a simple set of rules in a computer game
- identify rules needed to ensure fairness in game scenarios.

Make the rules: fair play
L1007 – Years P–2

Students play a new soccer-based computer game. Extra goalies appear from nowhere, the goals change size or move away suddenly, and the ball changes size and direction. When unusual events occur, students are prompted to suggest rules that will make the game fun and fair. When they have corrected the rules, students have five kicks at goal to obtain a high score.

Make the rules: keep it fair
L1033 – Years 3–4

Students are confronted with some new challenges that require more sophisticated thinking. The 'Make the rules' series is designed to precede Take a vote: make it fair and Take a vote: democracy.
Your charter series (Years 3–4)

Students consider ways of resolving conflict and getting along with others.

Features include:
- a range of characters reflecting the diversity of the Australian population and enhancing studies of civics and citizenship.

Students:
- select from common scenarios and reveal a series of problems
- determine ways of addressing the concerns (when they have selected the appropriate responses, the consequences of their decisions are revealed in the setting)
- prioritise behaviours that will promote friendship, consideration and cooperation. This becomes the charter for use in that location.

### Neighbourhood charter
L950 – Years 3–4

Students encounter incidents including someone spraying graffiti on a shopkeeper's wall, rubbish accumulating in the front yard of an elderly lady, two neighbours arguing vigorously, a girl littering and a speeding car.

### Your charter: at the swimming pool
L6353 – Years 3–4

Students encounter incidents including children not wearing sunblock, rough play in the pool, children running on wet ground, losing a ball into the water and not sharing facilities with others.

### Your charter: outside the school
L6354 – Years 3–4

Students encounter incidents including a child standing between parked cars, people pushing while in line, a person dropping a heavy bag, a slow rider blocking the bike path, and children spotting a parent on the other side of the road.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Take a vote series (Years 3–6)
Students explore reasons underlying some of the principles of democratic voting in Australia.

Features include:
- an explanation of the principles of voting in a democracy: no bribes allowed, one vote per person, secret ballots, independent counting and compulsory voting
- an option to print a summary of democratic voting principles and related scenarios.

Students:
- identify rules and procedures to ensure that voting is fair
- identify possible effects of unfair voting practices
- explore fairness, bias and rules in elections.

Take a vote: make it fair
L1005 – Years 3–4
Students look at voting patterns in a school election. They notice that the election result may be influenced by unfair behaviour, think about the effects of bribes, multiple votes, biased counting, non-secret ballots and optional voting, then choose rules needed to ensure a fair election.

Take a vote: democracy
L1032 – Years 5–6
Students make informal comparisons between some of the features of socialism, democracy, dictatorship and anarchy while selecting rules to ensure a fair voting process.
Going to school series (Years 3–4)

Students find out what life is like at schools in other places. They identify similarities and differences between school life in different regions.

Features include:
- fictional characters to illustrate student experiences
- glossary entries to support student understanding of words used in the learning object
- descriptions of aspects of school life in an urban rural environment
- a printable table to help students summarise and interpret school experiences.

Students:
- consider how personal identity is shaped by physical and social environment
- explore school life in an urban and regional location in Australia and compare with their own experiences
- describe how social and environmental factors may influence personal identity.

<table>
<thead>
<tr>
<th>Going to school: two regions in Australia</th>
<th>L2713 – Years 3–4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students compare school life in suburban Sydney with school life in regional Tasmania.</td>
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</table>

<table>
<thead>
<tr>
<th>Going to school: two cities of the world</th>
<th>L2711 – Years 3–4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students discover what life is like for students at schools in other places by exploring one urban school in Perth, Western Australia and another in Copenhagen, Denmark.</td>
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</table>

<table>
<thead>
<tr>
<th>Going to school: two regions of the world</th>
<th>L2712 – Years 3–4</th>
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</thead>
<tbody>
<tr>
<td>Students compare a remote school in South Australia with another in Indonesia.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Going to school: two regions in Australia [ESL]</th>
<th>L8969 – Years 3–4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students explore an inner city school in Sydney (New South Wales) and a country school in Tasmania. They compare life at the two schools with their own school experiences.</td>
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</tbody>
</table>
Group membership series (Years 3–6)

Students explore similarities and differences in Australia's diverse population by grouping people according to a broad selection of criteria.

Features include:
- an exploration of individual differences and group characteristics in Australian society
- opportunities to classify people into groups and describe the community significance of those groups.

Students:
- classify people into groups and describe the community significance of those groups
- explore some major groups in Australian society and the criteria that people use to categorise them
- recognise that stereotyping can be a factor in influencing people's perceptions of others
- include classification criteria and reasoning in a printable report.

Group membership: belonging
L1023 – Years 3–4

Students are prompted to group 12 Australians of different ages, cultural backgrounds, physical abilities, jobs and interests according to a range of criteria such as type of work, number of languages spoken, means of transportation and country of origin. Students are then invited to use their own criteria to group people, and place themselves in the appropriate group.

Group membership: opinions and attitudes
L1039 – Years 5–6

Students group the 12 characters according to their interests and concerns regarding issues at both local and national levels.
**Citizens' Arch series (Years 3–6)**

Students explore the symbolism in the Citizens' Arch built in Melbourne in 1901 which formed part of the celebrations to mark the federation of Australia's six colonies and the opening of the new Federal Parliament.

**Features include:**
- information about the arch, its symbols, flags and images of British royalty.

**Students:**
- recognise the influence of the British Empire in the celebrations and symbols which the Australian people chose to mark the birth of their nation
- understand that Federation was a defining event in the shaping of Australia's identity as a nation.

<table>
<thead>
<tr>
<th><strong>Citizens' Arch: an exploration</strong></th>
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<tbody>
<tr>
<td>L671 – Years 3–6</td>
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</tbody>
</table>

Students explore the design and decorations of the 1901 Citizens' Arch.

Photos courtesy of the State Library of Victoria.

<table>
<thead>
<tr>
<th><strong>Citizens' Arch: build your own arch</strong></th>
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<tbody>
<tr>
<td>L672 – Years 3–6</td>
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</tbody>
</table>

Students examine the 1901 Citizens' Arch then design their own arch to represent Australia today. They can choose from a range of flags, portraits and symbols to decorate it. They then compare their new design with the design of the original monument and write an explanation indicating why their design represents modern Australia. Students can print out their design together with the accompanying explanation.

Photos courtesy of the State Library of Victoria.

<table>
<thead>
<tr>
<th><strong>Citizens' Arch: Federation celebrations</strong></th>
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</thead>
<tbody>
<tr>
<td>L673 – Years 3–6</td>
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</tbody>
</table>

Students examine documents, memorabilia, and original film footage about the 1901 celebration of Federation celebrations. They can also explore a timeline of events leading up to Federation and the election of Australia's first prime minister. They examine flags and maps showing how the six British colonies in Australia joined to form a new nation.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Community enterprise series (Years 3–8)

Trying to make decisions that benefit the economy, society and the environment can be a challenge. Students research, present and justify a recommendation that meets the requirements of the 'triple bottom line'.

Features include:
- opportunities to investigate the social, economic and environmental consequences of proposed land uses
- tools to help compare, sort and analyse a range of opinions on the development of an unused site in a local community
- an interactive notebook for recording and analysing information
- a series pitched at three different levels, with increasing language and complexity
- a printable report in the form of a letter recommending action and summarising reasons.

Students:
- investigate the environmental, social and economic consequences of redeveloping an unused factory site
- recommend a course of action that will maximise the environmental, social and economic benefits of redevelopment for the local community.

**Community enterprise: pools, parks and toys**
L1026 – Years 3–4

Students enter their findings in a notebook, then conduct an analysis to determine which option will provide the best outcomes for the environment and the community, while remaining economically viable. The students then forward their recommendation to the mayor.

**Community enterprise: making a choice**
L1025 – Years 5–6

Students enter their findings in a notebook, then conduct an analysis to determine which option will provide the best outcomes for the environment and the community, while remaining economically viable. The students then forward their recommendation to the mayor.

**Community enterprise: people, economy and the environment**
L1002 – Years 7–8

Students compare the environmental, social and economic consequences of developing new enterprises in a small community. Students seek the opinions of a range of community members and gather information regarding the costs, environmental impacts and employment benefits of the different enterprises.
Discovering democracy series (Years 3–12)

Students explore a range of issues and events relating to the influence of world events on the development of democracy in Australia. The learning objects have been adapted from digital curriculum materials which were produced in 1999 and 2001 by Curriculum Corporation under the Discovering Democracy program.

Features include:
- succinct descriptions of key events and people
- a sequenced account of the development and evolution of democracy in the world, with a focus on Australia
- opportunities for students to interpret primary sources and evaluate the relevance of these sources
- a related task requiring students to create a response that analyses the issues.

Students:
- explore, synthesise and interpret information from a range of sources, including images, political cartoons, statistics, maps and accounts from the time.

Discovering democracy: a flag for the nation
L7992 – Years 3–6

Students investigate the progressive development of the Australian national flag. They explore how symbols can be used in flags to represent a nation or group of people. Students design a flag that symbolises the image they think Australia should project internationally, and then explain their design decisions.

Discovering democracy: Australia celebrates Federation
L8207 – Years 6–10

Using an interactive map, students explore authentic images and accounts of the ways in which people in cities and towns throughout Australia celebrated Federation in 1901.

Discovering democracy: Federation timeline
L8208 – Years 5–12

Using an interactive timeline from 1788 to 1901, students investigate significant events and ideas in the establishment of representative democracy in Australia.

Discovering democracy: democracy timeline
L9533 – Years 5–10

Students use a timeline to find information about significant events and ideas in the development and evolution of democracy in the world, focussing on Australia. They nominate specific years or scroll from the latest date back to 0 (where events dated BC are listed).
<table>
<thead>
<tr>
<th>Topic</th>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovering democracy: stories of the people and rulers</td>
<td>L9509 – Years 3–4</td>
<td>Students explore types of governance such as absolute monarchy, Athenian democracy and representative democracy by interacting with a slideshow of images and text.</td>
</tr>
<tr>
<td>Discovering democracy: rules and laws</td>
<td>L9510 – Years 3–4</td>
<td>Students investigate why societies need laws by interacting with a slideshow of images and text presenting the development of road rules.</td>
</tr>
<tr>
<td>Discovering democracy: the law rules</td>
<td>L9514 – Years 5–6</td>
<td>Students interact with a slideshow of images and text to explore the development of citizens' rights and law in the early years of British settlement in Australia. They look at the role of Governor Macquarie, and compare the judicial system in his time with the Australian judicial system of today.</td>
</tr>
<tr>
<td>Discovering democracy: the people make a nation</td>
<td>L9515 – Years 5–6</td>
<td>Students explore some of the issues that concerned the citizens and leaders of the six Australian colonies as they moved towards Federation. They examine some of the nation-building activities after 1901 and find out about debates surrounding a change in the Australian Constitution to make Australia a republic.</td>
</tr>
<tr>
<td>Discovering democracy: should the people rule?</td>
<td>L9517 – Years 5–6</td>
<td>Students explore the development of systems of government, from early democracy in Athens (where all 'citizens', a small proportion of the population, could vote), through the oligarchy in Sparta and direct democracy in Switzerland to Australia's system of representative democracy.</td>
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<tr>
<td>Title</td>
<td>Code</td>
<td>Year Range</td>
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</tr>
<tr>
<td>Discovering democracy: men and women in political life</td>
<td>L9520</td>
<td>Years 5–6</td>
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<tr>
<td>Students explore some Australian men and women who have influenced the political landscape of Australia, both as elected representatives and as political leaders outside parliament.</td>
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<tr>
<th>Title</th>
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<th>Year Range</th>
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</thead>
<tbody>
<tr>
<td>Discovering democracy: parliament versus monarch</td>
<td>L9513</td>
<td>Years 5–6</td>
</tr>
<tr>
<td>Students explore the tension between parliament and the monarch in Britain in the 17th century. See how that led to a lessening of the powers of the British monarchy. Learn about constitutional monarchy in Britain and Australia today.</td>
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</tbody>
</table>

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<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Discovering democracy: making a nation</td>
<td>L9523</td>
<td>Years 9–10</td>
</tr>
<tr>
<td>Students explore the similarities and differences between the political systems of Australia and the United States of America.</td>
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</table>

<table>
<thead>
<tr>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Discovering democracy: a democracy destroyed</td>
<td>L9526</td>
<td>Years 9–10</td>
</tr>
<tr>
<td>Students explore, through the demise of democracy in Germany in 1933, how the justice system can be used for undemocratic purposes.</td>
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<thead>
<tr>
<th>Title</th>
<th>Code</th>
<th>Year Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovering democracy: getting things done</td>
<td>L9525</td>
<td>Years 9–10</td>
</tr>
<tr>
<td>Students explore how change can be bought about by people taking action and putting pressure on their elected representatives. The issue of the Franklin Dam in Tasmania is used as a case study.</td>
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</tr>
</tbody>
</table>
Discovering democracy: democratic struggles
L9519 – Years 7–8
Students explore the influence of the Chartist movement in Britain on the miners’ struggles in the Ballarat goldfield, and the development of democratic ideas in Australia.

Discovering democracy: what sort of nation?
L9524 – Years 9–10
Students explore what has influenced the sort of nation Australia is and how it has changed over time.

Discovering democracy: human rights
L9522 – Years 9–10
Students explore the concept that certain rights are protected in a democracy and that human rights come with particular responsibilities.

Discovering democracy: views from the colonies
L9814 – Years 7–10
Students interact with a slide show of images and text to explore the controversies that the colonies needed to deal with before they could agree on a federated Australia. They can investigate the library to find out more about the different views about trade, immigration, transport, defence and rivers.

Discovering democracy: the women’s story
L9817 – Years 7–10
Students interact with a slide show of images and text to examine the ways in which women campaigned for the right to vote in Australia. They also investigate the women who were at the forefront of this campaign and how they conducted it.
Discovering democracy: people and events of the first parliament
L10391 – Years 7–10

Students interact with a slide show of images and text to examine the role of particular individuals involved in the ceremonies and the business of Australia's first parliament. They can investigate the library to find out more about the issues that the first parliament dealt with and its response to these issues.

Discovering democracy: the wealth of a nation
L10250 – Years 7–10

Students interact with a slide show of images and text to examine the stages in Australia's economic growth in the last half of the 19th century. They explore the kinds of industries from which Australia gained its wealth and the role of these industries in developing an independent nation. Students review the effects that natural disasters (such as prolonged drought) and economic depression had on Australia's economy.

Discovering democracy: near and far
L10249 – Years 7–10

Students interact with a slide show of images and text to explore the various transport options available to Australians at the time of Federation. They investigate the library to find out more about the difficulties faced by travellers throughout Australia at the turn of the 20th century.

Discovering democracy: the road to Federation
L9813 – Years 7–10

Students interact with a slide show of images and text to explore the main events in Australia's move to becoming a federated nation. They investigate the library to find out more about the concerns the different colonies had about handing over some of their responsibilities to a national government, and the roles played by Lang, Parkes and McIlwraith.

Discovering democracy: people power
L9516 – Years 5–10

Students interact with a slide show of images and text to explore the struggles for equal rights in Australia. They look in particular at the Eureka Stockade, the 1891 Shearers’ Strike and the Freedom Ride.
<table>
<thead>
<tr>
<th><strong>Discovering democracy: who were we?</strong></th>
<th>L10389 – Years 7–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students interact with a slide show of images and text to examine the nature of the Australian population. They investigate the library to find out more about the position of various groups of people, such as the Chinese and Indigenous Australians, in this new nation.</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>Discovering democracy: law</strong></th>
<th>L9518 – Years 5–9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students interact with a slide show of images and text to explore the struggles of Indigenous Australians for land rights. They look in particular at the early land rights petition of 1963 and the roles played by Vincent Lingiari and Eddie Mabo.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Discovering democracy: Australia and the world</strong></th>
<th>L10388 – Years 7–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students interact with a slide show of images and text to explore early Australia's emerging place in world events and her attitudes to issues such as European expansion in the Pacific and the growing power of Asian nations. They examine the nature of early contacts between Australia and the USA and explore the impact of Australia's fear of invasion and immigration by Asians on her relations with these nations and with Britain.</td>
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<table>
<thead>
<tr>
<th><strong>Discovering democracy: exclusion</strong></th>
<th>L10395 – Years 7–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students examine the reasons people of various ethnic backgrounds came to Australia in the 19th century. They investigate the attitudes towards non-white immigrants and the measures put in place to limit their numbers in Australia.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Discovering democracy: Australia votes</strong></th>
<th>L9473 – Years 7–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students explore the issues in the referendum campaigns for the proposed federated nation. They identify the kinds of people eligible to vote and examine the voting patterns and the results of the referendums.</td>
<td></td>
</tr>
</tbody>
</table>
Discovering democracy: an Australian constitution
L9816 – Years 7–10

Students identify the bases on which the Australian Constitution was founded and examine the influence of the British and US systems of government. They explore the nature of colonial governments prior to Federation and the beginnings of responsible government.

Discovering democracy: an Australian nation
L9815 – Years 7–10

Students interact with a slide show of images and text to explore the emergence of a distinctly Australian identity. They investigate the various events in colonial history that brought about this growing national vision and the issues that the colonists saw as particularly relevant to their circumstances.

Discovering democracy: separate colonies, one destiny
L10640 – Years 7–10

Students view a slide show of images and text to explore the foundation and development of Australia’s six colonies. They investigate the economic and social development of each colony, as well as the impact of colonial expansion on Indigenous peoples.

Discovering democracy: sport and leisure
L10618 – Years 7–10

Students explore how Australians filled their leisure hours during the late 19th and early 20th centuries. They examine the development of organised sport and other leisure activities, as well as the role that these activities played in the lives of everyday Australians.

Discovering democracy: Australia and Britain
L10390 – Years 7–10

Students interact with a slide show of images and text to explore Australia’s relationship with Britain in the decades leading up to Federation. They examine the arguments of those who supported republicanism and those who saw support of the ‘mother country’ as central to Australian policies.
<table>
<thead>
<tr>
<th>Discovering democracy: parties control parliament</th>
<th>L9521 – Years 9–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students explore the role of Australian political parties and independents and their impact on parliament.</td>
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<table>
<thead>
<tr>
<th>Discovering democracy: joining in</th>
<th>L9512 – Years 3–4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students view a slide show of images and text to find out about volunteer groups and people who contribute to the Australian community such as Youth Challenge Australia and Planet Ark.</td>
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<table>
<thead>
<tr>
<th>Discovering democracy: we remember</th>
<th>L9511 – Years 3–4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students view a slide show of images and text to find out about the symbols used to represent Australia on flags, currency, sporting competitions and important days such as Australia Day.</td>
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</table>

<table>
<thead>
<tr>
<th>Discovering democracy: the people choose</th>
<th>L9818 – Years 7–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students identify the role that various groups played in the Federation process. They explore the role of the Australian people in the final decision to accept the proposed constitution and reconstruct the events of the period through an interactive task.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Discovering democracy: the first parliament</th>
<th>L10387 – Years 7–10</th>
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</thead>
<tbody>
<tr>
<td>Students examine the background to the first parliament of the Commonwealth of Australia. They find out about the preparations for the ceremony and the reasons for holding it in Melbourne. They explore Tom Roberts’s painting of the opening of the first parliament and find out about the background to the painting.</td>
<td></td>
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</tbody>
</table>

This series contains non-TLF content. See Acknowledgements in the learning objects.
Balancing the options series (Years 5–8)

Students are provided with an opinion organiser to determine a course of action that will meet the demands of stakeholders with conflicting interests.

Features include:
- an interactive opinion organiser allowing students to represent the degree to which possible courses of action address the concerns of community members
- a printable report of students’ recommendations, actions and reasons.

Students:
- compare the merits of a number of solutions to a series of conflicts between various interest groups and stakeholders in a local community
- recommend and justify a solution that achieves the most favourable outcome for all interest groups and stakeholders
- explore information in a range of news media and other information sources
- rank possible courses of action according to effectiveness in resolving issues.

Balancing the options: wildlife park
L1003 – Years 5–6

Students consider solutions to conflicts that arise when a wildlife park is proposed for a local community. After being introduced to the issue, students canvass the opinions of residents, environmentalists and park management using an online chat room and a newspaper and telephone survey. Students then present a report that proposes a particular course of action.

Balancing the options: aged care
L1027 – Years 5–6

The issue is the introduction of an aged care facility. Some residents support the introduction of an aged care centre, while others believe money should be invested in supporting carers so the elderly can remain in their homes. Employers are concerned that carers require more flexible working conditions to look after elderly relatives.

Balancing the options: tourist resort
L1028 – Years 7–8

Students are immersed in the issues surrounding the development of a tourist resort in a coastal town. Some residents are concerned about the impact the resort will have on the local environment, while others welcome the jobs and the money the resort will bring to the community.

Balancing the options: opinion organiser
L1029 – Years 7–8

The opinion organiser is an interactive tool that enables students to measure and compare the worth of different options to a range of stakeholders. Regardless of the issue under consideration, students can use the opinion organiser as a tool to measure and compare the worth of different courses of action.
Letters to the editor series (Years 5–9)

Students join the staff of a local newspaper and prepare editorials and articles based on the differing community opinions regarding a proposed development.

Features include:
- models for content and structure of exposition and factual reports
- a range of community attitudes to a controversial development issue
- a glossary of difficult terms and their pronunciation
- an option to hear difficult words pronounced and read their meanings
- an option to print a feature article compiled by the student (available in most learning objects).

Students:
- decode and interpret a range of oral, written and visual texts which state different positions on the proposed development
- build a feature article using a model structure: headline, introduction, body, conclusion and picture expressing a particular point of view
- consider the position taken by a range of texts on the same topic
- identify bias and author's viewpoint in texts
- construct literal and inferential meaning from exposition texts.

Letters to the editor: interviews 1
L332 – Years 5–9

Students interview three people at a public meeting to find out their opinions about the issue. They then read opinions expressed in letters to the editor and match each letter to the person who expressed the same opinions at the public meeting.

Letters to the editor: interviews 2
L333 – Years 5–9

Students interview three different people at the public meeting and apply the same tasks as above.

Letters to the editor: survey residents
L334 – Years 5–9

In this scenario, the community wants the proposed development to be postponed and a survey of residents to be held. Students build an editorial and feature article which expresses this view about the proposed development.
**Letters to the editor: community agrees**  
L335 – Years 5–9

In this scenario, the community is in favour of the proposed development. Students build an editorial and feature article which supports the proposed development.

**Letters to the editor: community disagrees**  
L336 – Years 5–9

In this scenario, the community disagrees with the proposed development. Students build an editorial and feature article which opposes the proposed development.
**Point of view series (Years 5–9)**

Students compile three different report styles based on differing opinions about a skateboard accident. Students are able to print their completed reports for further classroom discussion.

**Features include:**
- a model text demonstrating the structure of a newspaper editorial and the function of opinion adjectives and modal verbs
- an option to print the completed editorial.

**Students:**
- identify the purpose, audience structure and language features of an exposition report (newspaper editorial)
- use verbal grammar including modal verbs to indicate degrees of obligation, certainty or probability, and evaluative adjectives to express opinions and attitudes about people and events
- produce an exposition (newspaper editorial) that expresses a consistent point of view
- explore the structure of an exposition text and linguistic techniques used to express a point of view
- read two letters and identify the conflicting points of view
- select appropriate opinion adjectives and modal verbs in cloze activities.

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**Point of view: editorial**
L934 – Years 5–9

Students explore a model to learn about structure, purpose and appropriate language for a newspaper editorial. They read two letters that express different points of view on a recent skateboard accident. They then select a point of view and prepare a suitable editorial about the issue.

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**Point of view: newspaper report**
L935 – Years 5–9

After examining a model newspaper report to learn about structure and appropriate use of verbs, adverbial phrases and pronouns, students read and listen to two witness reports of a skateboarding accident. They identify the two different points of view and organise paragraphs into an appropriate sequence for a newspaper report before selecting suitable verbs and adverbial phrases for the report. Students complete the report by adding a headline and selecting an appropriate photograph to accompany it.

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**Point of view: newspaper report: verbs**
L3116 – Years 5–9

Students undertake the same task as in *Point of view: newspaper report*, however they focus only on verbs when improving their text.
**Point of view: newspaper report: adverbs**  
L3117 – Years 5–9

Students undertake the same task as in *Point of view: newspaper report*, however they focus only on adverbs when improving their text.

**Point of view: newspaper report: pronouns**  
L3118 – Years 5–9

Students undertake the same task as in *Point of view: newspaper report*, however they focus only on pronouns when improving their text.

**Point of view: witness reports**  
L936 – Years 5–9

Students read and listen to three witness accounts of a skateboard crash, each account presenting a different point of view. Then, by using a model report to learn how past tense verbs and opinion adjectives shape point of view in a text, students construct three reports, selecting appropriate verbs and adverbs to reflect each witness's point of view.
LEARNING OBJECTS
CIVICS AND CITIZENSHIP

Point of view: assessment series (Years 5–9)

Students demonstrate their understanding of appropriate word selection to construct an unbiased newspaper report.

Features include:
- descriptions of linguistic techniques used to express a point of view
- two reports involving conflicting points of view
- cloze activities to test understanding of the role of past-tense verbs and adverbial phrases in expositions
- a printable report of the student's performance.

Students:
- identify the purpose of a newspaper report
- arrange paragraphs for the newspaper report
- select suitable verbs and adverbial phrases for the report
- create a headline and choose an appropriate photograph
- produce a newspaper report that expresses a cohesive, balanced point of view
- know and use verbs and processes indicating personal opinion and pronouns.

Point of view: newspaper report 1: assessment
L9971 – Years 5–9

Students read and listen to two witness reports of a skateboarding accident and identify the two different points of view. Students then produce a newspaper report that expresses a cohesive, balanced point of view.

Point of view: newspaper report 2: assessment
L9972 – Years 5–9

Students construct a newspaper report by selecting appropriate verbs, adverbial phrases and pronouns. They read and listen to two witness reports about a surfing accident and identify the two different points of view.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Anti-bullying campaign (Years 5–9)

A youth worker is undertaking an anti-bullying campaign after students see a bullying incident at a shopping mall.

Features include:
- model text illustrating the principles of constructing persuasive texts
- an option to print completed work.

Students:
- produce critical texts on public and personal issues
- produce persuasive texts that promote a particular point of view
- apply text structure, language features and images to construct persuasive text
- construct a flyer through selection and placement of text and images
- engage with the topical community concern of bullying.

Beach safety (Years 5–9)

Students construct a video for a public awareness campaign on beach safety.

Features include:
- explanations of features of persuasive text and importance of field depth of images
- sample interviews illustrating informal language and slang terms.
- an option to print a video campaign script and images compiled by the student.
- scenarios related to public issues of beach safety.

Students:
- plan, draft and revise a text to promote a point of view
- produce a critical text on a public issue
- recognise dimensions of meaning in verbal texts and moving images
- recognise representational, interactive and compositional dimensions of meaning in verbal texts and moving images
- select appropriate language from informal, colloquial, jargon and slang to construct a text for a particular audience.
Arguments: assessment series  (Years 5–9)

Students help a local council to make a decision about a development proposal by interpreting the opinions of locals.

Features include:
- a modelling of discussion text structure, along with the provision of sample statements
- opportunities to construct and revise a discussion text on a community issue
- a simulated notebook and camera to record text and images
- a printable report of the student's performance.

Students:
- explore the purpose, audience and context for a discussion text
- identify whether statements are for or against a proposal
- shape and edit written and visual elements to create a discussion text as a presentation
- produce a discussion text to present arguments for both sides of a social issue
- use visual grammar (including salient elements of images) to attract the attention of an audience
- are assessed on their understanding of a range of opinions on the social, economic and environmental aspects of an issue.

Save our bridge: arguments: assessment
L9973 – Years 5–9
Students help a local council decide on a development proposal to replace an old footbridge with a larger, modern bridge. To reach a conclusion about what the community really wants, they talk to people in that community and examine the reasons for and against the proposal.

Improve our town: arguments: assessment
L9974 – Years 5–9
Students determine whether a demolition site in the centre of town should be developed into a park or a mall. They talk to people in the community, examine the reasons for and against the proposal, then build a presentation that includes examples of community opinion.
Biography: Federation people series (Years 5–10)

Students investigate the biographies of individuals who played a significant part in Australia’s Federation.

These individuals include Australian and British prime ministers, Australian governor-generals, premiers, prominent legal identities, newspaper editors, pro- and anti-federation activists and social reformers.

Features include:
- opportunities for students to investigate the numbers and types of people who were significant to Federation in Australia
- two portrayals of each individual, allowing students to compare and contrast depictions
- printable pages for students to use.

Students:
- examine contemporary depictions of each individual
- compare and contrast two different types of biographical writing about an individual.

Biographies: Federation people series contents

Biography: Federation people: Alfred Deakin  L9425
Biography: Federation people: Edmund Barton  L9426
Biography: Federation people: Henry Grey  L9427
Biography: Federation people: Samuel Griffith  L9428
Biography: Federation people: Henry Higgins  L9429
Biography: Federation people: John Hopetoun  L9430
Biography: Federation people: James Howe  L9431
Biography: Federation people: Isaac Isaacs  L9432
Biography: Federation people: Walter James  L9433
Biography: Federation people: James Jefferis  L9434
Biography: Federation people: Charles Kingston L9435
Biography: Federation people: John Kirwan L9436
Biography: Federation people: John Macrossan L9437
Biography: Federation people: Thomas McIlwraith L9438
Biography: Federation people: Henry Parkes L9439
Biography: Federation people: John Quick L9440
Biography: Federation people: Rose Scott L9442
Biography: Federation people: Maybanke Anderson L9551
Biography: Federation people: Edwin Blackmore L9553
Biography: Federation people: George Evans L9560
Biography: Federation people: Robert Garran L9563
Biography: Federation people: Patrick McMahon Glynn L9564
Biography: Federation people: Frederick Holder L9568
Biography: Federation people: James Edwards L9570
Biography: Federation people: Edward Dowling L9571
Biography: Federation people: William Lyne L9569
Biography: Federation people: John Gordon L9566
Biography: Federation people: Philip Fysh L9562
Biography: Federation people: George Dibbs L9556
Biography: Federation people: John Cockburn L9555
Biography: Federation people: Andrew Inglis Clark L9554
Biography: Federation people: Catherine Helen Spence L9445
Biography: Federation people: George Reid L9441
Biography: Federation people: John Winthrop Hackett L9567
Biography: Federation people: Richard Baker L9552
Biography: Federation people: James Dickson L9557
Biography: Federation people: John Forrest L9561
Biography: Federation people: John Downer L9559
Biography: Federation people: Vida Goldstein L9565
Biography: Federation people: Joseph Abbott L9572
Biography: Federation people: Edward Braddon L9573
Biography: Federation people: John Bray L9574
Biography: Federation people: William Dalley L9575
Biography: Federation people: Charles Duffy L9576
Biography: Federation people: Duncan Gilles L9577
Biography: Federation people: Edward Hutton

Biography: Federation people: John Dunmore Lang

Biography: Federation people: Louisa Lawson

Biography: Federation people: George Leake

Biography: Federation people: Mary Lee

Biography: Federation people: James McGowen

Biography: Federation people: William McMillan

Biography: Federation people: Mei Quong Tart

Biography: Federation people: William Moore

Biography: Federation people: Patrick Moran

Biography: Federation people: James Munro

Biography: Federation people: Richard O'Connor

Biography: Federation people: Alexander Peacock

Biography: Federation people: Thomas Playford

Biography: Federation people: Thomas Byrnes

Biography: Federation people: Livingston Hopkins

Biography: Federation people: Thomas Roberts

Biography: Federation people: James Service

Biography: Federation people: James Steere

Biography: Federation people: David Syme

Biography: Federation people: Josiah Symon

Biography: Federation people: Charles Todd

Biography: Federation people: William Trenwith

Biography: Federation people: George Turner

Biography: Federation people: John Want

Biography: Federation people: John Watson

Biography: Federation people: John West

Biography: Federation people: Bernhard Wise

Biography: Federation people: Nicholas Brown

Biography: Federation people: Henry Ellis

This series contains non-TLF content. See Acknowledgements in the learning objects.
**Save our bridge (Years 5–9)**

Set in the fictitious town of Greymouth, students gather opinions about the potential replacement of an ageing bridge.

**Features include:**
- a range of opinions on social, economic and environmental aspects of an issue
- a simulated notebook and camera to record text and images
- a model structure and sample text for building a discussion text
- an option to print completed discussion text.

**Students:**
- explore the purpose, audience and context for a discussion text
- identify whether statements are for or against a proposal
- use visual grammar (including salient elements of images) to attract the attention of an audience
- produce a discussion text to present arguments for both sides of a social issue
- shape and edit written and visual elements to create a discussion text as a presentation.

**Save our bridge: presenting the arguments**

L1289 – Years 5–9

By recording these opinions students are able to reach a conclusion about what the community wants. This research is used to prepare a 'PowerPoint-style' presentation, using images and written text that reflect the community's views, to present to Greymouth Council.

**Responsible fishing in Western Australia: write an article (Years 8–9)**

Students investigate a fishing site in Australia affected by human activities.

**Features include:**
- definitions of difficult words
- an emphasis on the importance of audience and purpose when making language choices
- a look at the text structure, features and language of an exposition (including use of opinion adjectives and adverbs)
- an option to print the edited magazine article for further discussion, evaluation or development in the classroom.

**Students:**
- choose opinion adjectives and adverbs to support an evaluative stance
- complete a factual exposition to suit the social context, audience and purpose
- revise a factual exposition to improve language choice and usage
- interpret technical language.

**Responsible fishing in Western Australia: write an article**

L4914 – Years 8–9

Students identify the laws and regulations that relate to fishing in this region and help write a magazine article to inform anglers of the laws and regulations they should observe. They consider evaluative and persuasive language, and use a glossary to help with difficult words. Students also consider the audience and purpose in making their language choices.
Anthony McClorey: Franklin Dam (Years 9–10)
Students explore arguments for and against the 1981 proposal to dam the Franklin River from individual, social and political perspectives.

Features include:
- authentic photos and graphic reproductions of people, objects and events associated with the Franklin River and the 1981 proposal to dam it
- interview-style accounts from real and fictional figures in Tasmania in the 1980s
- a SWOT analysis tool (strengths, weaknesses, opportunities and threats).

Students:
- explore and analyse arguments for and against the 1981 proposal to dam the Franklin River from individual, social and political perspectives
- explore the political and environmental significance of the 1981 proposal to dam the Franklin River.

Unforgettable speeches (Years 11–12)
Students read or listen to a famous political speech. They analyse its context, using information about 'who', 'what', 'when', 'where', 'how' and 'why' provided in the form of graphics, photographs and audio.

Features include:
- models of effective speech structures, features and language choices
- illustrations and explanations of a variety of rhetorical devices used by writers
- different mediums (for example, photographs, audio files and graphics) to increase student engagement with the topic
- scaffolded feedback to support student learning
- an option for students to print the speech, their response to the speech and the speech reference list.

Students:
- identify and apply knowledge of how meanings in texts are affected by contexts such as time, place, purpose and culture
- demonstrate an understanding of how meaning in text is affected by context
- compose a response on a persuasive text, using evidence to support a viewpoint
- rate speeches on how well they think each speech succeeds for each of the six features of an effective speech.

Image reproduced courtesy of Peter West/Auspic and National Library of Australia.

Unforgettable speeches: political speech
L8952 – Years 11–12
Students find out about the six features of an effective speech and look at examples from well-known speeches such as the 'I have a dream' speech by Martin Luther King, Jr.
Content from other sources

Understanding e-security – Budd:e (Years 3–10)

The Budd:e E-security Education Package is designed to raise the e-security awareness of Australian primary and secondary school students, and to help them make smart decisions online.

Features include:
- demonstrations of how to be smart online by applying e-security principles
- interactive activities employing a range of learning strategies
- a glossary of terms used online, information about common threats in the online world and links to useful sites.

Students:
- explore e-security
- learn about personal information file-sharing, pop-ups and privacy
- learn about scams and spam
- learn about online transactions and computer viruses
- learn about the kinds of information that it is not secure to publish online
- learn how to create a secure online identity.

Understanding e-security – Budd:e primary
R11244 – Years 3–6

Students work through a series of eight interactive activities exploring the e-security basics needed for being responsible online. Topics covered include privacy, password creation, protecting personal details, virus scanning, secure websites, copyright and scams. As they work through the stages students assemble a robot ‘Budd:e’. The package includes a survey to assess students’ current level of e-security at home.

Understanding e-security – Budd:e secondary
R11245 – Years 7–10

Students explore advanced e-security topics, including protecting identity, threats to data and systems, file-sharing and downloads, social networking, spyware and scams, and using the internet for research. The package includes video interviews of people explaining e-security risks.
Digital resources

A remarkable range of digitised items licensed from leading Australian and New Zealand cultural and scientific institutions is available for Civics and citizenship. These items include:

- clips from documentaries, newsreels, television programs and feature films
- photographs, line drawings, maps and documents
- audio files of interviews, broadcasts and speeches.

With each item, TLF supplies an educational value statement comprising a description and contextual information which enriches the value of the asset for the teacher or student. This catalogue contains a representative sample of Civics and citizenship related digital resources licensed from TLF’s partner institutions.

Two views of each resource are available – one with the description, educational value statement and acknowledgments, another with the resource and acknowledgments.

**View 1 – Resource and acknowledgements**

'Australia’s lie for Britain’s sake’, 1901

TLF ID: R9373

Reproduced courtesy of National Library of Australia.

**View 2 – Resource, description, educational value statement and acknowledgments**

'Australia’s lie for Britain’s sake’, 1901

TLF ID: R9373

Reproduced courtesy of National Library of Australia.
These images and film clips licensed from some of The Learning Federation's partner institutions provide opportunities for students to explore Civics and citizenship knowledge, understandings, values and issues.

**Rosa Parks after the Montgomery bus boycott, 1956**
This photograph symbolises a major step forward in the struggle for civil rights by black Americans. It represents the triumphant conclusion of a 381-day boycott of buses by the 17,000 black citizens of Montgomery that was instituted after Rosa Parks (1913–2005) was arrested for refusing to give her seat to a white passenger on 1 December 1955.

**Ron Merkel discusses the difficulty of handling refugee cases, 2008**
This is an edited sound recording of former Federal Court of Australia judge Ron Merkel discussing the difficulty of handling refugee cases. Merkel outlines how criteria from the UN refugee convention are used to make a judgement about whether a person is a genuine refugee. He explains that 'it's a very imperfect process' that has undoubtedly resulted in genuine refugees not being recognised and being sent back to 'horrific harm' in their home countries.

**Australian federal election, 1984: Issuing ballot papers**
This shows an Indigenous Australian voter receiving ballot papers for the House of Representatives and the Senate for the federal election in 1984 from an issuing officer at a polling station. This photograph shows an important moment in the process of casting a vote in a democratic election – the issue of the ballot papers. The movement of and access to such papers need to be very carefully controlled to ensure that only registered voters vote and that the voters cast only one vote per ballot.

**Inauguration of the Commonwealth, 1901: Parade for the inauguration**
This clip shows part of the Great Inaugural Procession held on 1 January 1901 to mark the inauguration of the Commonwealth of Australia. It was the first in a series of Federation events known officially as 'Commonwealth Celebrations'. The events ran over ten days and included a state banquet, fireworks, concerts and picnics to mark what newspapers described as the greatest day in Australia's history.
**Celebrating citizenship, Sydney, 1997**

This is a photograph of Chinese-born Michael Xu at a party following his citizenship ceremony. It reflects the enthusiasm with which many migrants embraced Australia, seeing it as their new land of opportunity. The granting of Australian citizenship to an individual requires certain commitments both from Australia and from the citizen and gives the person rights and responsibilities.

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**'Lift Off' – Hunting the 'not fair'**

Fairness, tantrums and resilience are explored in the animated film. As Billy grows, he has accidents, mishaps, doesn't like school and is bullied by his sister. Managing these setbacks, controlling emotions, accepting advice and guidance and taking responsibility for one's actions are playfully illustrated through Billy's final realisation that the 'not fair' exists only in his head.

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**Always a Visitor, 2000: The only Turk at school**

This clip shows Kuranda Seyit, who emigrated from Turkey with his family in 1969, talking about growing up in Australia and his experiences at school. Racial incidents at school, such as those that Seyit was subjected to, usually consist of name-calling, teasing, exclusion, verbal abuse and bullying. Children from non-English-speaking backgrounds may be targeted because of their perceived difference.

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**Sydney University students outside their Freedom Ride bus, 1965**

The photograph depicts the famous Freedom Ride that left Sydney on 12 February 1965. The group of students shown here intended to publicise and protest against the most blatant examples of segregation and discrimination against Indigenous Australians. In 1965 Indigenous Australians had limited citizenship rights. They were dispossessed of their land, their children were often taken from them and most were forced to live on reserves and missions.
**Themes**

Opportunities for creating integrated themes and multi-disciplinary units to enthuse students about civics and citizenship abound!

Drawing from the pool of digital content, teachers can combine learning objects and/or digital resource items to build rich and diverse learning tasks. Some sample collections follow.

**Protests and land rights (Years 9–10)**

This collection of photographs, a film clip and a learning object draws together historical resources relating to political activism by Indigenous Australians claiming recognition of native title.

**Making a difference: the Day of Mourning protestors**

Prominent Indigenous Australian campaigners, including William Ferguson, William Cooper, Jack Patten, Margaret Tucker and Pearl Gibbs, organised a protest on Australia Day, 26th April 1938. They called for a Day of Mourning against the celebration of 150 years of European colonisation.

**King Billy outside Old Parliament House, 1927**

This is a photograph of Aboriginal man Jimmy Clements (1847–1927), known as ‘King Billy’, standing outside Old Parliament House in Canberra in 1927. Jimmy Clements was a Wiradjuri Elder. He was one of only two Indigenous Australian men present at the opening of Old Parliament House in Canberra by the Duke and Duchess of York on 9 May 1927. He walked from Brungle Mission near Tumut in New South Wales to appear uninvited at the opening ceremony in order to demonstrate what he later described in the Argus newspaper as 'his sovereign rights to the Federal Territory'.

**Protesters outside the Aboriginal Tent Embassy, 1974**

This asset shows the Aboriginal Tent Embassy on the lawns of Parliament House (now Old Parliament House) in Canberra – set up on Australia Day in 1972 after the McMahon coalition government failed to recognise Aboriginal land rights. The Embassy existed intermittently until 1992 when it became a permanent fixture. The Embassy helped place land rights on the political agenda.
**Gough Whitlam and Vincent Lingiari at Wattie Creek, 1975**

This photograph shows Australian Prime Minister Gough Whitlam pouring soil into the hands of Vincent Lingiari, an Elder of the Gurindji people in the Northern Territory. The photograph was taken during the ceremony in which the land at Wattie Creek was symbolically handed over to the Gurindji people. The Australian Government’s *Aboriginal Land Rights (Northern Territory) Act 1976*, a significant milestone for Indigenous peoples, was enacted the year after the Wattie Creek ceremony.

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**'Sea of hands’ protest, Canberra, 1997**

This is a colour photograph of a demonstration organised by Australians for Native Title and Reconciliation (ANTaR) in Canberra on 12 October 1997 as a ‘show of hands’ by Australians against the changes to the Native Title Act.