Civics and Citizenship

CVC115122

Course Implementation Guide

Tasmanian
Government

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Course Implementation Guide

Civics and Citizenship (CVC115122)

About this document

This course implementation guide supports the [course document](#)[1]. It supports teachers to create active and engaging learning experiences.

The course document on the Office of Tasmanian Assessment, Standards and Certification's website must be used when planning, delivering and assessing this course.

The Department for Education, Children and Young People's [A Pedagogical Framework](#)[2] has informed this resource.

Focus area support

This is a discipline-based study course.

Learners will:

- Engage with specialist knowledge about democratic and community participation. For the most part the specialist knowledge in this course will be widely known and understood in the community. Examples include knowledge of voting obligations and process, and knowledge about local community groups.

- Theories and concepts associated with civics and citizenship underpin the learning and pedagogy of the course. Learners will most often engage with some theoretical knowledge and specialist concepts as context for their learning. For example, teachers may choose to unpack some major theoretical differences between political parties in Australia as part of teaching and learning about voting participation.

- Specialised methodology and terminology are core parts of the course and teachers should ensure that:
    - methodologies and terminology are accessible to the learners
    - learners understand the terminology that is part of everyday participation in Australia's democracy and their communities.

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[1] A 'course document' refers to accredited course information on the [TASC website](#).
[2] https://documentcentre.education.tas.gov.au/_layouts/15/DocIdRedir.aspx?ID=TASED-1629159896-383

- Pedagogical approaches to the course should focus on the active participation of learners and opportunities to engage with real world application of learning. For example, learning about elections can be accompanied by a class election, and should also involve observation of any local or significant elections that occur during the year.

Localisation and customisation

Localisation:

For providers with low numbers:

- Look for opportunities to engage with the local community.
- Providers should access local parliamentary offices and members of parliament.
- Small classes could consider buddying-up with another small class and meeting online.

For providers in isolated areas:

- Providers may need to contact potential guests well in advance especially those who live outside the local area.
- Provide opportunities for online meetings or presentations by guest speakers.

For providers delivering content remotely:

- Learners should select a local or localised project for the Module 3 work requirement.
- Virtual guest speakers are a great resource.
- Use a learning management system or online platform to coordinate learning materials and evidence of learning.

For providers delivering multiple levels in a single class:

- Look for opportunities to align key themes, concepts and approaches to enhance collaboration and understanding. For example, how to:
  - communicate purposefully and appropriately
  - apply fundamental metacognitive skills and self-management processes individually and collaboratively
  - manage relationships within the learning environment appropriately
  - plan and complete a project.

Customisation:

Opportunities exist to customise learning and content throughout the course. For example:

- Learners choose topics and modes of presentation for their work requirements in each module.

- Providers or learners choose local, national and global communities to investigate in Module 2.

- Groups choose or design a project in Module 3.

Course delivery advice

Table 1: Indicative times

Module	Indicative Times
Module 1 – Australia's democratic system and me	50 hours
Module 2 – Communities and us	50 hours
Module 3 – Belonging, citizenship and diversity	50 hours

Whilst knowledge and skills will often be learnt concurrently it is expected that both skills and knowledge will be explicitly taught. Each dot-point from the key knowledge is intended to be of approximately equal importance and should therefore be allocated similar time and attention.

Teaching and learning

Module 1: Australia's democratic system and me

The following learning outcomes are a focus of this module:

1. communicate purposefully and appropriately about civics and citizenship

2. apply fundamental metacognitive skills and self-management processes individually and collaboratively

3. engage practically with learning about civics and citizenship

4. manage relationships within the learning environment appropriately

5. outline key aspects of diversity and inclusion in Australia's communities and its relationships with the rest of the world

6. identify key aspects of Australia's democratic system.

Module 1: Teaching strategies

Fundamental metacognition skills and self-management processes should be introduced in this module. This includes:

- the explicit teaching of the value and meaning of metacognition in the context of this course. The main messages for teachers to communicate here are:
  - the value of learning goals and plans
  - the need to monitor learning progress.
- setting up processes for the relevant skills to develop throughout the course. Examples of learner-friendly processes and artefacts might include a set of learning strengths and goals, a learning diary, and a weekly learning activities chart.

The authentic application of the learning from this course should be made clear and explicit to learners. For instance, examples of laws should be drawn from law that applies to the learners and the jurisdiction in which they live. In addition, opportunities to engage with the community or community members should be encouraged. Such as taking opportunities to conduct elections within the school or local environment.

Feedback from teachers should be frequent and ongoing and should focus on the learner as the 'owner' of their learning, and the teacher as a collaborator and support person for the learning. In this module, teachers might like to set up feedback structures that encourage the learner to seek feedback and to lead conversations about their learning. For example, learners might schedule a peer meeting each week to discuss their learning with other learners, along with a process for requesting specific individual support from peers or teacher. This weekly meeting could be complimented by regular individual meetings with the teacher, scheduled to suit the needs and context of those involved.

Module 1: Examples of learning activities

The why for learners

These activities describe how to help learners set goals and make connections.

- Have learners set goals for their learning about democratic participation. Encourage students to focus on success and learning rather than the completion of tasks. For example:
  - 'I will know what I have to do in the next election'
  - 'I will be able to decide who to vote for'.

As a class, and with teacher assistance, it could be possible to help learners develop goals around all the learning for the module. Perhaps using groups to focus on different sections of the module content and then report back to the class with examples of their goals. Other learners could then develop goals for that content section. This goal setting leads naturally to explicit teaching about metacognition.

- Ascertain learners' individual opinions on a matter impacting them locally. Be careful to select something that is not too controversial or emotive, but that can engage learners. Learners could participate in an optional environmental or other social-action event. There is no need for every learner to have an opinion on the same topic. Explicitly teach learners the skills to express their opinion or viewpoint effectively and respectfully in an online forum and a letter to the editor.

- Ask learners to remember when they have experienced an unfair rule or law. Make a collection of these unfair rules and laws, without judgement about whether the rule or law was actually unfair.

The what for learners

These activities describe how to help learners to grasp big ideas and key understandings, make links to prior learning and organise new information:

- Look at information about voting on polling day to support a whole class discussion. For example:

    o [Australian Electoral Commission - How to Vote](#)
    o [Compulsory Voting in Australia - Ask Annabel Crabb: Australian Election & Politics](#)
    o [Australian Electoral Commission - How to vote at a polling place](#)

- Learners interview a visitor to the class about their experience of the last time they voted. Visitors could include the principal, another teacher, or a known member of the local community. Learners could prepare by interviewing someone at home with the same question. From the information presented learners explore the question – what do I need to know to be able to vote? (Note that the process used to identify key or essential knowledge is also valuable learning and should be revisited regularly).

- Have learners explore the letters to the editor pages in newspapers and suitable online forums. Look for key or common characteristics of the way people present an opinion in a public forum. We are interested in two things:

    o the stylistic/structural features
    o the content.

- If the opportunity arises, ask some contributors why they decided to express their opinion in that forum. Draw out the ideas of purposeful, responsible, effective communication of opinion.

- Collect examples of laws or rules that impact differently on different people. The ideal would be to focus on those around democratic participation, but some broader examples might be needed to start with. The following pieces are opinion not fact and two of them are from the USA, but the concept we are looking at is quite clear:
    - [10 local laws that may be doing more harm than good](#)
    - [Our legal system punished people who are poor](#)
    - [Four laws that have to change immediately](#)

- Human Rights organisations and opposition political parties are also good sources of information about problematic laws. Bring in guests or find suitable blogs or podcasts from people who have found access or participation difficult. Draw out the connections to:
    - existing law
    - lack of supporting law
    - non-enforcement of law.

- 'Physical access laws', 'language and literacy barriers to participation', and 'discrimination laws' are possible topics.

The how for learners

These activities describe how to support learners to create, transfer and deepen knowledge and understanding:

- Run a class or school election to provide learners with the experience of participating in a vote. Use an existing school or class election or ensure the simulated election is authentic. Examples could include electing leaders of group learning for Module 1 or electing a representative group to plan a class treat/excursion to celebrate learning.

- Set up an online opinion forum for the class for the duration of the course. Ensure that there are regular topics for learners to comment on and options for them to 'like' comments made by other learners. Co-construct expectations or rules for comments as part of the learning. Examples include:
    - 'Should voting be compulsory?
    - Should you be able to stand for parliament if you have a criminal record?
    - Should minority groups have identified seats in parliament?
    - Do we need states?

- Encourage learners to develop a creative response to unfair rules or laws. This response could target:
  - one law or rule
  - a similar group of laws and rules
  - the concept itself - that laws and rules aren't always fair.
- The creative response could be art, writing, performance, film and could be individual, pair or small group.

Module 1: Focus area guidance

Specialist knowledge:

- Knowledge about the obligations and processes associated with voting in Australian elections.
- Knowledge of the purpose and origins of law and how the law relates to young people.
- Knowledge of Australia's three tier system of government: national, state and local.

Theories and concepts:

- Rudimentary theory about types of government and democratic participation.
- Simple definitions of the rule of law and justice.
- Basic budget theory.

Methodology and terminology:

- Methodology might include conducting surveys and other appropriate versions of participatory research, along with voting, letter writing, contributing to online forums and other forms of advocacy.
- Terminology for this module will include: voting, electorate, political party, candidate, poll, seat (in parliament), federal, commonwealth, state, local government, rules, laws, MLA, MLC, MHA, Senator, resources, budget, criminal, consumer protection, citizen.

Module 1: Recommended resources:

- Australian Electoral Commission (AEC)
- Tasmanian Electoral Commission (TEC)
- Parliament of Tasmania

- [AEC - Teacher Resource - Voting in Australia](#)

- [Resources - ACT Legislative Assembly](#)

- [10 Local Laws that may be doing more harm than good](#)

- [Compulsory Voting in Australia - Ask Annabel Crabb: Australian Election & Politics](#)

- [ABC News - Representation, equality and respect: being queer in politics](#)

Module 2: Communities and us

The following learning outcomes are a focus of this module:

1. communicate purposefully and appropriately about civics and citizenship

2. apply fundamental metacognitive skills and self-management processes individually and collaboratively

3. engage practically with learning about civics and citizenship

4. manage relationships within the learning environment appropriately

5. outline key aspects of diversity and inclusion in Australia's communities and its relationships with the rest of the world

7. identify fundamental knowledge about local, national and global communities.

Module 2: Teaching strategies

Fundamental metacognition skills and self-management processes should continue to be explicitly taught and monitored in this module Learners are likely to benefit from reminders about their planning and goal setting. Once they are familiar with the processes used to plan and monitor learning, teachers might like to explicitly teach the skills associated with recognising and utilising learning strengths. For example, reflections on learning could focus on 'what I enjoyed', 'what I was good at' and 'what support I would like'.

The authentic application of the learning from the course is a continuing focus in this module. For instance, the emphasis on community in the module should provide many opportunities for local excursions and guest speakers. Interaction with global communities could also be encouraged alongside explicit teaching of safe and ethical online behaviours.

Feedback should continue to be frequent and ongoing and should focus as much as possible on the learner as the 'owner' of their learning, and the teacher as a collaborator and support person for the learning. Where feedback processes set up in module 1 have led to the development of some

initiative, this should be encouraged through increasing the responsibility of learners for their own learning. For instance, teachers might like to increase the learning autonomy and flexibility for some or all learners. Allowing them to work on more than one task at a time, and schedule time on each task as it suits them.

Module 2: Examples of learning activities

The why for learners

These activities describe how to help learners set goals and make connections:

- Excursion or incursion - visit a local community group or ask two or three representatives from community groups to visit the class. Develop questions with learners that focus on the role of the local community group and their membership.

- View Crocodile Dundee or a similar film from several decades ago. Ask learners to consider what the film has to say about Australian Identity and how this might have changed.

- Have learners engage with young environmental activists, perhaps through the social media profiles of the activists. Learners work in pairs to present a profile of one of the activists for display in the classroom. This site or a similar one may be useful [Climate Action: 19 youth climate activists you should be following on social media.](#)

The what for learners

These activities describe how to help learners to grasp big ideas and key understandings, make links to prior learning and organise new information:

- Provide learners with carefully structured information on five local community groups. Provide a list of other local community groups that learners could research using the same questions and structure. Have individual learners select the three groups that most appeal to them and explain why.

- Teach learners how to develop a survey that can be delivered online or face to face. Guide small groups in the development of questions for their survey which should explore what people like about being an Australian. Surveys should be administered to as wide a range of people as possible, and results shared with the class.

- Have learners construct a communication about their class and school. Explicitly teach the structure of the communication. Learners ensure that information is included such as school hours, age, class size and/or other matters that might differ in different schools around the

world. Use organisations like International Pen Friends to distribute learners' communiques. Explicit teaching about online safety is part of this activity.

The how for learners

These activities describe how to support learners to create, transfer and deepen knowledge and understanding:

- Learners could undertake some volunteer work within their school or in the local community for a local community group. They should be involved in all aspects of the process, building the skills they will need as independent adults who may wish to volunteer.

- Design a display called *Australians Today* and assign sections of the display to small groups of learners to complete. Ensure that the display represents the diversity of people and experience of Australians today. Individual learners should be able to describe the display and what it shows.

- Have learners conduct guided research on global not-for-profit organisations. The research should include the aims/purpose of the organisation and how it asks the public to help. Use democratic decision making (ideally a vote with a secret ballot) to determine which organisation to support through a school or class enterprise. If time, groups of learners could be the 'party' that supports and campaigns for each organisation prior to the vote (after the group has selected their preference from a small list).

Module 2: Focus area guidance

Specialist knowledge:

- Knowledge about local communities.

- Knowledge about citizenship in Australia and national identity.

- Knowledge about global citizenship.

Theories and concepts:

- Rudimentary theory about citizenship.

- Simple definitions of international cooperation.

- Concepts of not-for-profit and charity organisations.

Methodology and terminology:

- Methodology might include basic online searches, conducting surveys and other appropriate versions of participatory research, along with filling out membership forms, letter writing, contributing to online forums and other forms of advocacy.

- Terminology for this module will include: community organisation, not-for-profit, charity, volunteer, identity, citizenship, sister city, global citizenship.

Module 2: Recommended resources:

- [Tas Govt - Multicultural Access Point](#)

- [Climate Action: 19 youth climate activists you should be following on social media](#)

- [Sport Activities for Kids in Tasmania (TAS)](#)

- [Volunteering Tasmania](#)

- [Seek - Volunteers in Tasmania](#)

- [Australian Government - Department of Home Affairs - Immigration and Citizenship](#)

- [common sense education - social networks for students and teachers](#)

- [Global Citizen - Join the movement changing the world](#)

- [Our Community - An overview the community sector](#)

- [Our Sister Cities - City of Launceston](#)

- [United Nations](#)

- [Sister cities - Australia](#)

Module 3: Belonging, citizenship and diversity

The following learning outcomes are a focus of this module:

1. communicate purposefully and appropriately about civics and citizenship
2. apply fundamental metacognitive skills and self-management processes individually and collaboratively
3. engage practically with learning about civics and citizenship
4. manage relationships within the learning environment appropriately
5. outline key aspects of diversity and inclusion in Australia's communities and its relationships with the rest of the world
8. plan and complete a project.

Module 3: Teaching strategies

Metacognition skills and self-management processes should continue to be explicitly taught and monitored, as needed by different learners. Some learners will have mastered these skills and be ready for an increased level of autonomy. For instance, those who confidently address their learning strengths and preferences may benefit from the explicit teaching of strategies for independently learning new skills. Group leadership skills might be one example.

The authentic application of the learning from this course should be made clear and explicit to learners. For instance, examples of diverse points of view should connect with issues that are topical or of interest to the students. Looking at points of view on Australia becoming a republic might be a good topic context for explicit teaching here.

Some learners may have embraced their role as the 'owner' of their learning by now and see the teacher as a collaborator and support person for their learning. These learners should be encouraged to be increasingly specific in the feedback and support that they request from teachers or peers. For example, they might like to nominate three things they would like the teacher to help them with in their project. The most confident learners may even like to schedule when they would like that support to occur.

Module 3: Examples of learning activities

The why for learners

These activities describe how to help learners set goals and make connections:

- Design a club for class members to belong to. Membership of the club being identical to membership of the class. Create a virtual time-capsule that will be delivered back to members in ten years. Including some of each learner's work on belonging, identity and inclusion would be valuable. The focus of the learning though is on joining and belonging to the club.

- View an episode of Futurama or a similar show with a diverse range of lead characters. Have learners design inclusion strategies to include each major cast member in their class. The focus could then broaden to imagine inclusion strategies that would be needed to include the cast in an excursion.

- Provide learners with a list of social activism projects and ask them to rank or score the projects. Example categories:

  - which they would prefer to participate in
  - the value or worth of the project

o   the urgency of the project.

The what for learners

These activities describe how to help learners to grasp big ideas and key understandings, make links to prior learning and organise new information:

- Research the diversity in one of the houses of the Tasmanian or Commonwealth Parliament through the profiles of the members. Divide the class into four groups to look at the:

  o   House of Assembly
  o   Legislative Assembly
  o   House of Representatives
  o   Senate.

Learners looking for an extension activity could look at the diversity in Parliament in comparison to the diversity in the community (found in Australian Bureau of Statistics data). Design, with the class, an effective means of collating and presenting the data findings of the research (a table would be a great idea).

- Invite a guest speaker from local cultural groups (or visit a cultural display). This could be a group with a particular ethnic background or a group associated with a particular activity such as dancing, bushwalking or martial arts. Focus learner inquiry on the group's history and involvement in the local community.

- Have learners carry out the project from the third 'how' activity from Module 2 (provided that this does not conflict with the work requirement for this module by either requiring too much time or by being identical with the work requirement project chosen by a group of students).

The how for learners

These activities describe how to support learners to create, transfer and deepen knowledge and understanding:

- Invite a guest speaker from a major charity or other not-for-profit to visit the class. Re-visit prior learning about seeking information through questioning from Module 1 and respectful interactions. Have the learners design visual displays to promote the charity or other not-for-profit.

- Research past Australians of the Year at https://www.australianoftheyear.org.au/recipients/. Have the learners investigate diversity and inclusion in the recipients of the awards and/or their project/contribution. Take the time to reinforce learning on how to collate, record and present

data. If time is short focus on the Local Hero recipients. Information and visuals could be included in an Australians Today display if the class has one.

- If learners have ranked social activism projects have them develop a statement of the rationale or worth of their top three projects. This might be a good opportunity to explore and teach an alternative means of communication such as voice recording to present the information. Each learner could record their three statements and then select one to be part of a class recording, podcast or broadcast. This product could then be added to the virtual time-capsule.

Module 3: Focus area guidance

Specialist knowledge:

- Knowledge about joining local, national or global communities.

- Knowledge of diversity in Australia and the benefits it brings.

- Knowledge about implementing social action.

Theories and concepts:

- Rudimentary theory about active citizenship.

- Straight-forward definitions of diversity and inclusion.

- Concepts of sustainable action.

Methodology and terminology:

- Methodology might include basic online searches, conducting surveys and other appropriate versions of participatory research, along with filling out membership forms, letter writing, contributing to online forums and other forms of advocacy.

- Terminology for this module will include: diversity, inclusion, active-citizenship, sustainable-action.

Module 3: Recommended resources:

- 4Ocean

- Whogivesacrap

- Clean Up Australia

- 40 Hour Famine | World Vision Australia

- [Relay For Life | Cancer Council](#)

- [Opportunity International Australia](#)

- [Oxfam Unwrapped](#)

- [Australian of the Year Awards](#)

- [Tasmanian Government - Multicultural Access Point - Community Cultural Organisations](#)

- Community organisations' online sites (for example, Sudanese Community Launceston, Vietnamese Community in Tasmania)

Supporting learner responses

The work requirements outlined in the course document describe the fundamental assessment evidence. Inclusion of other tasks may support and enhance learning. Learning activities aim to support and enrich understanding and achievement of the learning outcomes. Possible strategies to support learner responses to work requirements are provided.

Module 1: Australia's democratic system and me

Work requirement 1 of 1

Mode or format: folio **Description**: The folio consists of four components:

- Completion of the work requirement will involve participatory research, engagement with the political system, and personal responsibility.

- The mode of presentation may vary between the components and between tasks if relevant.

Table 1: Topic options

Component	Topic options	Presentation options

1. Our democratic process.	Learners select two topics from the following: (options a-d may relate to a public election or a learning passed election):
	
	   a. How to vote card (who to vote for)
	   b. How to vote instructions
	   c. Election advertisement
	   d. Election results table
	   e. My representatives
		a. Paper-based
		b. Digital
		c. Audio-visual representation of content

2. Access to democracy.	Group presentation – barriers to participation in Australia's democracy	a. Set of two or three posters b. Audio-visual presentation
3. Government services.	Group infographic on the government services provided by each of the three levels of government	a. Infographic

4. The law and me, present advice to peers.	Learners select one topic from the following:
	
	   a. Youth crime
	   b. Consumer protection
		a. Multi-modal presentation

Context

Learners have been exploring the processes, opportunities and requirements for voting in elections in Australia and are about to participate (or have participated) in an election of their own. The learning focus here is on familiarity with the processes and products associated with elections. The first component of the work requirement for Module 1 requires learners to produce two 'election' artefacts.

Relevant learning outcomes

1. communicate purposefully and appropriately about civics and citizenship

2. apply fundamental metacognitive skills and self-management processes individually and collaboratively

3. engage practically with learning about civics and citizenship

4. manage relationships within the learning environment appropriately

5. outline key aspects of diversity and inclusion in Australia's communities and its relationships with the rest of the world

6. identify key aspects of Australia's democratic system.

Scaffolding

- Ensure that learners' artefacts demonstrate an understanding of:

    ○   the purpose of the artefact

    ○   the audience of the artefact

    ○   the process of an election.

- As illustration, a learner's how to vote card might address the purpose, audience and process by including:

    ○   the name of the candidate, and 'party affiliation' if relevant (purpose)

    ○   reasons for voting for the candidate (purpose and audience)

    ○   the position the candidate was standing for (audience and process)

    ○   the date of the election and time if relevant (process)

    ○   advice on who else to vote for, or the ordering of preferences (process).

Module 2: Communities and us

Work requirement 1 of 1

Title: Communities

Mode or format: folio **Description:** The folio consists of three components:

- Completion of the work requirement will involve participatory research, community engagement and personal responsibility.

- Learners will choose a suitable mode or modes of presentation from the presentation options.

Table 2: Topic options

Component	Topic options	Presentation options
1. Community groups research summary	Learners select one of the following: a. Local community groups b. Inclusion in the local community	Learners select one of the following: a. Written report 40-150 words) b. Oral report (maximum 2 minutes) c. Creative response (2-4 hours on task)
2. Barriers to participation	Learners select one of the following: a. 3 barriers to community participation b. 3 barriers to being Australian	Learners select one of the following: a. Poster (one A3 or A4 per barrier) b. Speech (100-150 words or equivalent) c. Audio-visual presentation (100-150 words or equivalent)
3. Formal or informal volunteering contribution	Learners select one of the following: a. Local b. Global community	Group report (50-100 words) and individual certificate signed by provider and/or supervisor

Context

Learners have been learning about local community groups. Depending on the timing of the work requirement they may have learnt about global communities and national identity. They have been introduced to the barriers some people face participating in democracy in module 1. In this module, they looked at the barriers people may face becoming involved in their community or accessing citizen rights. The key learning here is that not everyone has equal access to opportunities that many of us take for granted. The second component of this work requirement requires learners to select a focus for their response on barriers to 'community participation' or barriers to 'being Australian'. The artefact itself should be either three posters or one speech or an audio-visual presentation.

Relevant learning outcomes:

1. communicate purposefully and appropriately about civics and citizenship

2. apply fundamental metacognitive skills and self-management processes individually and collaboratively

3. engage practically with learning about civics and citizenship

4. manage relationships within the learning environment appropriately

5. outline key aspects of diversity and inclusion in Australia's communities and its relationships with the rest of the world

7. identify fundamental knowledge about local, national and global communities.

Scaffolding

- Ensure that learners consider solutions to access and participation problems (barriers) as well as the problems themselves.

- It will be necessary for learners to be familiar with the 'barrier' before they can consider solutions.

- In many cases there will be opportunities to connect learners with personal stories from people who have faced and overcome 'barriers'.

- It will be important to explicitly teach the skills associated with producing and presenting the resultant artefact.

Module 3: Belonging, citizenship and diversity

Work requirement 1 of 1

Title: Global citizens

Mode or format: project **Description:** The work requirement for Module 3 is a group project and individual presentation:

- Completion of the work requirement will involve participatory research, engagement with the political system, community involvement and personal responsibility.

Table 3: Topic options

Component	Topic options	Presentation options
4. Community groups research summary	Learners select one of the following: c. Local community groups d. Inclusion in the local community	Learners select one of the following: d. Written report 40-150 words) e. Oral report (maximum 2 minutes) f. Creative response (2-4 hours on task)
5. Barriers to participation	Learners select one of the following:	Learners select one of the following:

	c. 3 barriers to community participation d. 3 barriers to being Australian	d. Poster (one A3 or A4 per barrier) e. Speech (100-150 words or equivalent) f. Audio-visual presentation (100-150 words or equivalent)
6. Formal or informal volunteering contribution	Learners select one of the following: c. Local d. Global community	Group report (50-100 words) and individual certificate signed by provider and/or supervisor

Context

This work requirement is a group project aimed at making the world a better place. Each individual is expected to develop a presentation on the project. One of the assessable elements of the individual presentation is a topic outline. The topic outline should present the problem or issue that the project is designed to address. For example, a project to host a school 'Clean Up Day' is designed to address rubbish pollution and waste. The topic outline would define the issue of pollution with an emphasis on rubbish and waste. Detail might also be provided about the problem locally and/or major sources of rubbish and waste. In this example it might be relevant to include a very brief reference to Clean up Australia.

Relevant learning outcomes

1. communicate purposefully and appropriately about civics and citizenship

2. apply fundamental metacognitive skills and self-management processes individually and collaboratively

3. engage practically with learning about civics and citizenship

4. manage relationships within the learning environment appropriately

5. outline key aspects of diversity and inclusion in Australia's communities and its relationships with the rest of the world

8. plan and complete a project.

Scaffolding

- The report section of the individual presentation has an expected word range (60 – 200 words) indicating an expectation of some formality in the report. The topic outline has not been assigned a word range indicating more flexibility in how the outcomes may be achieved. A poster, diorama, short song or performance could be as effective as a piece of extended writing for presenting the topic outline.

- Explicit teaching of the skills associated with presenting the topic outline will be necessary.

- Group research on the problem or issue that the project addresses (that is also the subject of the topic outline) is useful but learners should present an individual topic outline where suitable.

Additional support resources[3]

- [Course Document](#)

- [Scope and Sequence](#)

- [Community of Practice Information](#)

References

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[3] All resources cited were accessed and checked for accuracy and appropriateness of content on 26 October 2022. Teachers should check the suitability of all recommended resources for their specific group.

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Version	Version 2 January 2025
Review by date	December 2025
This document replaced	Version 1