



Civics and Citizenship 1

Course Implementation Guide



-  Discipline-based Study
-  HASS



TABLE OF CONTENTS

About this document.....	3
Focus area support.....	3
Localisation and customisation.....	3
Course delivery advice.....	4
Teaching and learning.....	4
Module 1: Democracy and me.....	4
Module 2: Communities and us.....	7
Module 3: Belonging, citizenship and diversity.....	10
Supporting learner responses.....	12
Module 1: Australia’s democracy.....	13
Module 2: Communities.....	13
Module 3: Global citizens.....	14
Additional support resources.....	15
References.....	15

Course Implementation Guide

Civics and Citizenship (CVCI15122)

About this document

This course implementation guide supports the course document¹. It supports teachers to create active and engaging learning experiences.

The Department of Education's [A Pedagogical Framework](#) has informed this resource.

Focus area support

This is a Discipline-based study course.

Learners will learn about democratic processes, participation and specialised language. For example:

- voting in Australia
- participation in local community groups
- differences between political parties.

Participation in real world applications of learning is a focus. For example, learning about elections through a class election or observing local elections.

Localisation and customisation

Localisation:

- Providers could access local parliamentary offices and members of parliament.
- Involvement with local communities.
- Learners could select a local or localised project for the module 3 work requirement.
- Isolated providers may need to use guest speakers who live outside the local area.
- Virtual guest speakers are a great resource.
- Small classes could consider meeting with another class online.

Customisation:

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

- Learners choose topics and modes of presentation for their work requirements.
- Choose local, national and global communities to investigate in module 2.
- Groups choose or design a project in module 3.

¹ A 'course document' refers to accredited course information on the [TASC website](#).

Course delivery advice

Module	Indicative Times
Module 1 – Democracy and me Knowledge and skills should be explicitly taught. Each key knowledge dot-point is of equal importance.	50 hours
Module 2 – Communities and us Knowledge and skills should be explicitly taught. Each key knowledge dot-point is of equal importance.	50 hours
Module 3 – Belonging, citizenship and diversity Knowledge and skills should be explicitly taught. Each key knowledge dot-point is of equal importance.	50 hours

Teaching and learning

Module 1: Democracy 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 explicitly taught. Processes should allow for these skills to develop throughout the course. For example, including a set of learning strengths and goals.

The application of the learning should be clear to learners. For example, using laws that apply to the learners and the jurisdiction in which they live.

Feedback should be frequent and focus on the:

- learner as the 'owner' of their learning
- teacher as a collaborator and support person.

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. Learners 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, it could be possible to help learners to develop goals around all the learning for the module. Groups focus on different sections of the module and report back to the class with examples. Learners could then develop goals for that content section.) This goal setting task leads to explicit teaching about metacognition.
- Find out learner's individual opinions on a matter impacting them or their local area. Participating in an optional environmental or other social-action event might work. No need for every learner to have an opinion on the same thing). Teach learners the skills to express their opinion or viewpoint effectively and respectfully. For example in an online forum or 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. This should be done without judgement from others about whether the rule or law was 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, a video like one of these:
 - https://www.aec.gov.au/voting/how_to_vote/
 - <https://www.youtube.com/watch?v=RQhCsl-ILU>
 - https://www.aec.gov.au/about_aec/Publications/easy-read/files/vote-polling-place-easy-eng.pdf
- Learners interview an adult to describe their experience of the last time they voted. Learners collate their responses and share them with the class. Learners explore the question – what do I need to know to be able to vote? (Note: revisiting the processes to identify key or essential knowledge is valuable learning).
- Learners explore 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. Learners focus on the stylistic/structural features and content. If possible, ask 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 on different people. Start with a focus on laws about democratic participation. The following pieces are opinion not fact and two of them are from the USA:
 - [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.](#)

Sources of information about problematic laws include:

- human rights organisations
- opposition political parties
- blogs or podcasts from people who have found access or participation difficult.

Draw out the connections to the either the existing law, lack of supporting law or non-enforcement of law. Possible topics include:

- ‘physical access laws’,
- ‘language and literacy barriers to participation’
- ‘discrimination laws’.

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 voting experience.
- Set up an online opinion forum for the class. Provide regular topics for learners to comment on. Establish expectations or rules for comments. Possible forum questions 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 could be art, writing, performance or film and completed as an individual or small group. Responses could target:
 - one law or rule
 - a similar group of laws and rules
 - the concept itself - that laws and rules aren’t always fair.

Module I: Focus area guidance

Specialist knowledge

Specialist knowledge in module I includes:

- 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

Theories and concepts for module I should be addressed suitably for a level I course and include, where appropriate:

- rudimentary theory about types of government and democratic participation
- simple definitions of the rule of law and justice
- basic budget theory.

Methodology and terminology

Learners should be introduced to appropriate methodology to engage with the course and the terminology needed to engage with Australia’s democracy and communities.

- 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

- <https://www.aec.gov.au/>
- <https://www.tec.tas.gov.au/>
- <https://www.parliament.tas.gov.au/>
- <https://education.aec.gov.au/teacher-resources/files/voting-in-australia.pdf>
- <https://www.parliament.act.gov.au/visit-and-learn/resources/lesson-plans/the-role-and-importance-of-rules-and-laws>
- <https://medium.com/changelab-solutions/10-local-laws-that-may-be-doing-more-harm-than-good-68c8ee8005c5>
- https://www.youtube.com/watch?v=RQhCsl-_1LU
- <https://www.abc.net.au/news/2021-11-08/innies-and-outies-being-queer-in-politics/100593672>

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 taught and monitored.

The authentic application of the learning should be clear and explicit to learners. For instance, examples of laws could be drawn from law that applies to the learners and the jurisdiction in which they live.

Feedback should be frequent and focus on the:

- learner as the 'owner' of their learning
- teacher as a collaborator and support person.

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 the 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. This site may be useful <https://www.earthday.org/19-youth-climate-activists-you-should-follow-on-social-media/>. Learners could work in pairs to present a profile of one of the activists for display in the classroom.

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. Supply 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 could 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. Teach the structure of the communication and 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 (don't forget teaching about online safety).

The how for learners

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

- If possible, all learners could undertake volunteer work for a local community group. Branch out a little further if necessary. Learners 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 could 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

Specialist knowledge in module 2 includes:

- knowledge about local communities
- knowledge about citizenship in Australia and national identity
- knowledge about global citizenship.

Theories and concepts

Theories and concepts for module 2 should be addressed suitably for a level 1 course and include, where appropriate:

- rudimentary theory about citizenship
- simple definitions of international cooperation
- concepts of not-for-profit and charity organisations.

Methodology and terminology

Learners should be introduced to appropriate methodology to engage with the course and the terminology needed to engage with Australia's democracy and communities.

- 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

- <https://www.communities.tas.gov.au/>
- <https://www.multicultural.tas.gov.au/community>
- <http://www.activelaunceston.com.au/Groups/Sport>
- <https://www.earthday.org/19-youth-climate-activists-you-should-follow-on-social-media/>
- <https://www.activeactivities.com.au/directory/category/sports/location/tas/>
- <https://www.volunteeringtas.org.au/#/>
- <https://www.volunteer.com.au/volunteering/in-tasmania-tas>
- <https://info.australia.gov.au/information-and-services/immigration-and-visas/australian-citizenship>
- <https://www.commonsense.org/education/top-picks/social-networks-for-students-and-teachers>
- <https://www.globalcitizen.org/en/>
- https://www.ourcommunity.com.au/general/general_article.jsp?articleId=103
- <https://www.launceston.tas.gov.au/Council/Our-Sister-Cities>
- <https://www.un.org/en/>
- <https://www.sistercitiesaustralia.org.au/>

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

Fundamental metacognition skills and self-management processes should continue to be taught and monitored.

The authentic application of the learning should be clear and explicit to learners. For instance, examples of diverse points of view could connect with topics or issues of interest to the learners.

Feedback should be frequent and focus on the:

- learner as the 'owner' of their learning
- teacher as a collaborator and support person.

Module 3: Examples of learning activities

Note that the work requirement for module 3 should encompass at least 20 hours of the 50-hour module. Consequently, learning activities that are not related to the work requirement will necessarily be fewer and briefer.

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 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. For example, in terms of:
 - which they would prefer to participate in
 - the value or worth of the project
 - the urgency of the project.

There are many worthwhile social action projects, including those listed under recommended resources.

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; one to look at the House of Assembly, one for the Legislative Assembly, one for the House of Representatives and the fourth for the 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 or two from a local cultural group (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. The sites listed under resources may help.
- Have learners carry out the project from the third 'how' activity from module 2 (if 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 learners).

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 the Australians of the Year for the last decade or so. <https://www.australianoftheyear.org.au/recipients/> (state winners can be found if you click on each year). 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 just 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 (see above) 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

Specialist knowledge in module 3 includes:

- 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

Theories and concepts for module 2 should be addressed suitably for a level 1 course and include, where appropriate:

- rudimentary theory about active citizenship
- straight-forward definitions of diversity and inclusion
- concepts of sustainable action.

Methodology and terminology

Learners should be introduced to appropriate methodology to engage with the course and the terminology needed to engage with Australia's democracy and local, national and global communities.

- 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

- <https://www.4ocean.com/>
- <https://au.whogivesacrapp.org>
- [Clean Up Australia](#)
- [40 Hour Famine 2021 | World Vision Australia](#)
- [Relay For Life | Cancer Council](#)
- <https://opportunity.org.au>
- <https://unwrapped.oxfam.org.au>
- <https://www.australianoftheyear.org.au/>
- https://www.multicultural.tas.gov.au/community_cultural_organisations
- <https://www.facebook.com/pages/category/Shopping---Retail/Tasmanian-Hazara-Market-315559908916373/>
- <https://www.facebook.com/pages/category/Community-Organization/Sudanese-Community-Launceston-1146729818696014/>
- <https://www.facebook.com/VietCommunityTas/>

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 democracy

Context

Learners have been learning about 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
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

Context

Learners have been learning about local community groups. They might also have learnt about global communities and national identity. Module 1 introduced learners to the barriers some people face participating in democracy. Module 2 enabled learners to explore the barriers people 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. Part of the module 2 work requirement requires learners to focus their assessment artefact 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
6. 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: Global citizens

Context

The work requirement for module 3 is a group project aimed at making the world a better place. Each individual learner 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 instance, a project to host a school 'Clean Up Day' is designed to address rubbish pollution and waste. The topic outline would probably 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 also be relevant to include a very brief reference to Clean up Australia.

Relevant learning outcomes

1. communicate civics and citizenship information
2. use metacognitive skills and reasoning
3. apply learning in practical contexts
7. identify some characteristics of local, national and global communities
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 for instance could be as effective as a piece of extended writing for presenting the topic outline.
- Explicit teaching about 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 ²

- [Course Document](#)
- [Sample Scope and Sequence](#)
- [Community of Practice Information](#)

References

Australian Broadcasting Commission, Compulsory Voting in Australia – Ask Annabel Crabb, viewed 9 November 2021

https://www.youtube.com/watch?v=RQhCsl-_1LU

Australian Electoral Commission, How to vote, viewed 9 November 2021

https://www.aec.gov.au/voting/how_to_vote/

Australian Electoral Commission, How to vote at a polling place, viewed 9 November 2021

https://www.aec.gov.au/about_aec/Publications/easy-read/files/vote-polling-place-easy-eng.pdf

Australian of the Year Awards, Recipients, viewed 9 November 2021

<https://www.australianoftheyear.org.au/recipients/>

ChangeLab Solutions, local laws that may be doing more harm than good, viewed 9 November 2021

<https://medium.com/changelab-solutions/10-local-laws-that-may-be-doing-more-harm-than-good-68c8ee8005c5>

Earthday, 19 Youth Activists you should follow on social media, viewed 9 November 2021

<https://www.earthday.org/19-youth-climate-activists-you-should-follow-on-social-media/>

The Sydney Morning Herald, Four laws that have to change immediately, viewed 9 November

<https://www.smh.com.au/opinion/four-laws-that-have-to-change-immediately-20170621-gwvo8h.html>

² All resources cited were accessed and checked for accuracy and appropriateness of content on 9 November 2021. Teachers should check the suitability of all recommended resources for their specific group.

CONTACT	years9-12learning@education.tas.gov.au
VERSION	1.0 – March 2022
REVIEW BY DATE	January 2023
THIS DOCUMENT REPLACED	Not applicable