# Franklin River debate 1983—program outline

Students investigate objects and uncover the arguments in a facilitated workshop then take on the role of politicians to debate the *World Heritage Properties Conservations Bill 1983* in a historic chamber.

**Duration: 60 minutes
Suitable for: Years 4-7
Maximum: 45 students**

## Learning aims

Students have the opportunity to:

* Develop their understanding of the role of parliament and the Constitution in Australian democracy.
* Explore how Australians can actively participate in decision making in our democracy.
* Deepen their understanding of issues surrounding environmental conservation and development.
* Consider the division of power between State and Federal spheres.
* Experience the heritage and history of Old Parliament House.

## Strategies

Students will have the opportunity to:

* Engage in a positive and enjoyable museum learning experience which builds and develops their understanding of Australia’s democracy.
* Use primary and secondary sources to draw conclusions on an issue and consider different viewpoints.
* Work collaboratively to analyse objects, events and people.
* Share their prior knowledge with the group as well as new information learnt through object interrogation.
* Recreate the World Heritage Properties Conservation Bill 1983 debate in an historic Chamber, as well as experiencing the heritage and history of Old Parliament House.
* Develop an informed view of their responsibilities towards the environment, to democracy in Australia and the world.
* Build an understanding of how Parliament supports democratic principles.

## Curriculum links

### Australian Curriculum

#### History

* In Year 4, students explore the diversity and longevity of Australia’s first people and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place. They examine an early archaeological site that shows the longevity of the Aboriginal people.
* In Year 6, students understand diverse experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders.

#### Geography

* By the end of Year 5, students analyse the different uses and functions of land in different places. They evaluate the sustainability of human activities which change the environment and justify a plan for action.
* By the end of Year 6, students analyse how places are connected at a global scale and explain the impacts or effects of these connections. They describe perspectives on an issue and suggest responsive and sustainable actions. They can support their view with analysis of its consequences for varied people or environments.
* By the end of Year 7, students describe the significance, interconnection and characteristics of places and identify relationship between these. Students in Year 7 undertake a unit of study focusing on environmental resources, using water as a case study. They examine issues including the distribution and use of water and management approaches.

### Statements of learning for Civics and Citizenship

#### Year 7 government and law

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

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

#### Year 7 citizenship in a democracy

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

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

#### Year 7 historical perspectives

Students explore the impact of people, events and movements of the past on Australian identities and democracy. They consider the importance of ‘country’ to Australia’s Aboriginal and Torres Strait Islander peoples and investigate how their lives were affected by British colonisation. They investigate key events and ideas in the development of Australian self-government and democracy. They investigate the contributions of people who have helped achieve civil and political rights in Australia and around the world.

National [Civics and Citizenship](http://www.acara.edu.au/verve/_resources/Civics_and_Citizenship_Draft_Shape_Paper_for_Consulation_June_2012_final.pdf) draft statements