



MY PLACE
IN MY
COMMUNITY
YEARS K-3

TEACHER RESOURCE



MUSEUM
OF AUSTRALIAN
DEMOCRACY

OLD PARLIAMENT HOUSE

HANDS ON DEMOCRACY TEACHER RESOURCE

MY PLACE IN MY COMMUNITY

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Introduction

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

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

This teacher resource focuses on the school program **My Place in My Community** and explores how we as individuals can work within our communities to make them better places. Community includes: our families, neighbourhood, school and the natural environment.

My Place in My Community been developed for primary students from Foundation to Year 3 and has strong links to the Australian Curriculum for History and English and would also be ideal for ethics classes. It also supports the Civics and Citizenship Statements of Learning.

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

For other onsite school programs at the museum please go to [Learning](http://moadoph.gov.au/learning/onsite-programs) at <http://moadoph.gov.au/learning/onsite-programs>



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

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Program Outline – My Place in My Community

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

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

Arrival and exhibition experience

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

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

In the *Hands on Democracy* exhibition students explore ideas of democracy and community through a number of group activities. A standard program includes two rotational activities, a storybook and a heritage experience.

Heritage experience

The early history of Old Parliament House is vividly captured in Joanne Netting's painting '1927 and all that' on display in the *Hands on Democracy* exhibition. Visual-thinking techniques allow exploration back to the opening celebrations of the building and a discussion on change and continuity through time. The painting highlights the significance of the building to the history of Australia and the community of Canberra.

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

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



'1927 And All That' (Detail) original painting by Joanne Netting, 2000. Courtesy of Joanne Netting and Ross Reid.

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Program Outcomes

Students will have the opportunity to:

- develop an understanding of time and place
- build an understanding of democratic values by examining community; sharing, fairness, negotiation and cooperation
- consider and discuss the ideas of a community
- look at values needed for a successful community
- consider how the environment shapes and supports a community
- understand that rules protect people's rights and help communities live and work together
- encourage students to express their own ideas about communities and democracy
- understand that children are part of a community and encourage their active participation as members of community
- experience a heritage space.

Key Words

democracy	citizen	community
environment	city	change
cooperation	respect	past
fair	unfair	rules



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Onsite Activities

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

Design and build

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

This activity allows students to think about and construct their ideal place to live, whilst working as a team and incorporating others' views. Central to the activity is the question of what could be changed in our community to make it a better, more child-friendly place.



Multicoloured 3D shapes can be used by students to design their own city, 2010. Museum of Australian Democracy Collection.

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

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Art and Craft

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

Students write and draw to contribute their ideas of what is important to them and their community.

Story

In recognition of the Year of Reading 2012, one of the following stories will be included in your *Hands on Democracy* program.

Both books illustrate the power of an individual's actions to effect change in the community and the environment. Sample questions linking the books to the exhibition and activities are listed.

Silverstein, Shel, *The Giving Tree*, Harper Collins Publishers, USA, 1992

Story summary:

A timeless story about a tree who loved a boy. This book is enjoyable to read and speaks to anyone, regardless of age. It raises many questions about giving and love and our relationship with the environment.

Discussion points:

- Do you think the tree gave too much to the boy? Can you think of something the boy gave the tree?
- When we give someone something should we expect anything in return?
- Are trees important to you in your world? What do they provide you with?
- How does your lifestyle impact on the natural environment?

Also available to download, [The Giving Tree story as an animation](http://www.youtube.com/watch?v=1TZCP6OqRIE) narrated by the author <http://www.youtube.com/watch?v=1TZCP6OqRIE>



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



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Baker, Jeannie, *Belonging*, Walker Books, London, 2004

Story summary:

Explores how we can have a positive effect on our community and environment. Wherever we live it is our choice to either have a place to live or actively make a home and ultimately belong.

Discussion points:

- Did the people in the book make the house and neighbourhood they live in a better place? What changes did they make? Could they have made the changes as only one family?
- How would you describe the place where you live – city/urban or country/rural?
- Is there something in particular that you really like about the place you live? Can you think of anything you would like to change in your neighbourhood?
- Can you think of an event or a group in the community that brings people in your local area together to improve where you live?



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

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Pre-Visit Ideas

Optional activities which can be used in the classroom prior to your visit. We recommend that students have had a discussion on basic rights and are familiar with the concepts of **community** and **democracy** in order to maximise the benefits of the onsite program experience.

Suggested freely available activities and resources to download:- Community

Activity: Right to a Name

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

From the Global Education website

<http://www.globaleducation.edu.au/teaching-activity/basic-needs-and-childrens-rights-lp.html#activity1>

Activity: Right to Protection

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

From the Global Education website

<http://www.globaleducation.edu.au/teaching-activity/respecting-and-protecting-human-rights-mp.html>

Activity: Why do community groups exist?

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

From the Discovering Democracy website

<http://www1.curriculum.edu.au/ddunits/units/mp4fq1acts.html>

Environment

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

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

From the Clean Up Australia Day website

<http://www.cleanup.org.au/au/FunStuff/clean-up-the-river---an-interactive-recycling-game.html>

Activity: Nature's numbers

Explore numbers in nature and identify patterns.

From the Gould Group Climate Change Interactive Garden

http://www.gould.org.au/garden/content/2/PDF/CA_Natures_Numbers.pdf

Class experiment: A breathing tree

Investigate what happens to some of the water a tree drinks.

From the Gould Group Climate Change Interactive Garden

http://www.gould.org.au/garden/content/8/PDF/CA-A_breathing_tree.pdf

School venture: Sustainable Schools

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

From the Sustainable Schools Website

<http://www.sustainableschools.com.au/sustainableschools/default.asp?>

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Book list

Suggested books for pre-visit reading:

Community

- Baker, Jeannie, *Mirror*, Walker Books, London, 2010. Classroom activities for Mirror are available free from <http://www.walkerbooks.com.au/statics/dyn/1300076824293/Mirror-Classroom-Ideas.pdf>
- Kermit the Frog (as told to Louise Gikow & Ellen Weiss), *For Every Child a Better World*, in association with the United Nations, Goldencrest, USA, 1993
- Moriuchi, Mique & Williams, Sam, *Talk Peace*, Hodder's Children Books, China, 2006
- Newell Depalma, Mary, *The Perfect Gift*, Arthur A. Levine Books, An imprint of Scholastic Inc, Singapore, 2010

Environment

- Baker, Jeannie, *Window*, Walker Books, London, 2002
- Baker, Jeannie, *The Story of Rosy Dock*, Red Fox – A Mark Macleod Book, Singapore, 1995
- Pearson, Jane, *Me and My Community – Environment Alert*, Echidna Books, Melbourne, 2008
- Roennfeldt, Robert, *Tiddalick- the frog who caused a flood*, Puffin Books, Hong Kong, 1980

Post Visit Activities

Activities and Resources to Download

Community

Activity: Create your own artwork

From the Save the Children website

Depict the Rights and Responsibilities of Children, as 11 year old Zac MacPherson has done.
http://www.savethechildren.org.au/images/content/resources/Education/Rights_and_responsibilities_books.pdf

Or

Download some of Zac's images to colour-in

<http://www.savethechildren.org.au/resources/colouring-in-pages>

Activity: Why do we need rules and laws?

From the Discovering Democracy Website

<http://www1.curriculum.edu.au/ddunits/units/mp2rules-glance.htm>

Activity: Stories of people and their rulers

From the Discovering Democracy website

<http://www1.curriculum.edu.au/ddunits/units/mp1stories-glance.htm>

Discover more on the Children's Parliament, Shishu Parishad, in Bangladesh

www.globaleducation.edna.edu.au/archives/primary/casestud/bangladesh/3/children.html

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Environment

Build your own city online

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

<http://www.citycreator.com>

Participate in Clean up your School Day

<http://www.cleanup.org.au/au/CleanUpEvents/clean-up-australia-day-2012.html>

Activity: What is your Ecological Footprint?

Requires the help of an adult – good homework activity.

<http://www.footprintnetwork.org/en/index.php/GFN/page/calculators/>

Find out more about young Australian environmental activist Parrys Raines

<http://www.climategirl.com.au>



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

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Post-visit Reading

- ***For Every Child***, The Rights of the Child in Words and Pictures, Red Fox Books, Published in association with UNICEF, China, 2002
- ***We are all Born Free***, The Universal of Declaration of Human Rights in Pictures, Frances Lincoln Children's Books in association with Amnesty International, Singapore, 2010
- These are also recommended reading for the Year 4- 6 program "I can make a Difference".

Curriculum Links

Australian Curriculum Links for [History](#) and [English](#)
<http://www.australiancurriculum.edu.au/>

Foundation Year

National History Curriculum

How the stories of families and the past can be communicated, for example through photographs, artefacts, books, [oral histories](#), digital media, and museums (ACHHK004)

Historical skills

- Distinguish between the past, present and future (ACHHS016)
- Pose questions about the past using sources provided (ACHHS017)
- Explore a range of sources about the past (ACHHS018)
- Develop a narrative about the past (ACHHS021)

National English Curriculum

Share feelings and thoughts about the events and characters in texts (ACELT1783)

Use interaction skills including listening while others speak, using appropriate [voice](#) levels, articulation and body language, gestures and eye contact (ACELY1784)

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Year 1

How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHHK029)

Historical skills

- Distinguish between the past, present and future (ACHHS032)
- Pose questions about the past using sources provided (ACHHS033)
- Explore a range of sources about the past (ACHHS034)
- Develop a narrative about the past (ACHHS037)

National English Curriculum

Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454)

Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)

Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)

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Year 2

National History Curriculum

The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044)

The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)

Historical skills

- Distinguish between the past, present and future (ACHHS048)
- Pose questions about the past using sources provided (ACHHS049)
- Identify and compare features of objects from the past and present (ACHHS051)
- Explore a range of sources about the past (ACHHS050)
- Develop a narrative about the past (ACHHS053)

National English Curriculum

Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)

Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)

Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)

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Year 3

National History Curriculum

ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (ACHHK061)

Historical skills

- Sequence familiar objects and events (ACHHS047)
- Use historical **terms** (ACHHS066)
- Pose a range of questions about the past (ACHHS067)
- Identify sources (ACHHS215)
- Develop texts, particularly narratives (ACHHS070)

National English Curriculum

Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)

Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)

Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)

Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)

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Statements of Learning for Civics and Citizenship

The Statements shown below are selective. For the Statements in full please visit the Civics and Citizenship website.

http://www.civicsandcitizenship.edu.au/cce/curriculum_links,30508.html

Year 3 Government and law

Students explore how and why people make decisions. They identify significant places where people come together to discuss issues and make decisions. Students understand that rules have a key purpose in protecting people's rights and ensuring they fulfil their responsibilities in supporting the values that help communities live and work together. They consider the concept of 'fair' and 'unfair' rules, identify consequences when people break rules and explore ways in which people can make amends.

Year 3 Citizenship in a democracy

Students develop an understanding of personal rights and responsibilities in familiar contexts. They explore reasons why people cooperate in groups and consider values that communities share to help them live and work together. They develop skills to make decisions in groups to achieve common goals. They explore the use of narratives, such as Dreaming stories, to teach community values and appropriate behaviours. They appreciate the contributions of diverse groups of people to their community and contribute to intercultural understandings through participation in appropriate events.

Students explore ways in which Australians, including young people, are connected to other people and places. They understand why it is important to conserve resources and protect the environment and participate in positive civic or environmental action.

Year 3 Historical perspectives

Students explore perspectives on Australia's civic past through symbols, events and personal and group stories.

Further Links and downloads

More discussions on teaching democracy.

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

<http://moadoph.gov.au/democracy/defining-democracy/>

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

http://www.abc.net.au/civics/democracy/pdf/td_primary.pdf

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

http://www.savethechildren.org.au/images/content/resources/Education/The_Busy_Teacher.pdf

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

http://www.savethechildren.org.au/images/content/resources/Education/Childrens_rights_A_teachers_guide.pdf

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