# Who’s the Boss?—program outline

Students discover their role in Australia’s democracy through interactive technology in exciting new exhibition-based activities and a role play in an historic chamber.

***Duration: 60 minutes
Suitable for: Years 5-7
Maximum: 60***

## Learning aims

Students will experience an overview of the development and practice of Australian democracy, past, present and future by:

* Encouraging students to think critically about the role of citizens and governments in a democracy
* Exploring the results of past democratic decisions in an interactive trail
* Discover parliamentary procedure in the chambers from where Government was carried out in Australia from 1927-1988.

## Strategies

Students will have the opportunity to:

* Engage in a positive and enjoyable museum learning experience.
* Develop their understanding of the development and practice of democracy, both in Australia and around the world.
* Build an understanding of how parliament supports democratic principles.
* Encounter stories and objects significant to the development of democracy.
* Engage in collaborative, social learning.
* Use interactive technologies
* Develop museum navigation skills.
* Develop skills in historical enquiry.
* Experience the heritage and history of Old Parliament House.

## Curriculum links

### The Australian Curriculum

#### History

Achievement standards:

* By the end of Year 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change.
* Australia as a nation - The Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and experiences of democracy.
* Year 7 Depth studies- Greece: Roles of key groups in Athenian and/or Spartan society (such as **citizens**, women, slaves), including the influence of law and religion.
* Year 8: Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society.

Historical skills (year 5-6):

* Identify a range of questions about the past to inform a historical enquiry
* Identify and locate relevant sources, using ICT and other methods

### Statements of learning for Civics and Citizenship

#### Year 5 Government and law

Students understand that Australia is a democracy based on a constitution, shared values and specific civic features. They reflect on and engage with values that are fundamental to a healthy democracy including freedom of speech. They understand the role and purpose of elections, parliament, government, political parties and civic participation in Australia’s democratic system. They know that there are three levels of government. They understand the role of elected representatives and explore concepts of power, leadership and community service.

#### Year 5 Citizenship in a democracy

Students develop an understanding of their rights and responsibilities and engage with these within their school and community. They investigate the range of ways in which people work together to contribute to civil society and discuss values that can help people resolve differences and achieve consensus. They appreciate the right of others to be different, within the rule of law, and participate in activities that celebrate diversity and support social cohesion. They develop skills to contribute effectively to representative groups in familiar contexts.

Students understand ways in which Australian citizens are influenced by and can influence local, state, national, regional and global decisions, events and movements, including issues of sustainability.

**Year 5 Historical perspectives**

Students explore ways in which Australian identities have changed over time. They understand that some important concepts and civic terms in Australian democracy are legacies of past societies. They investigate the influence of significant individuals and events on the development of democracy in Australia.

#### 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. They compare non-democratic systems of government with democracies such as Australia.

#### 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.

#### Year 7 Historical perspectives

Students explore the impact of people, events and movements of the past on Australian identities and democracy. 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