

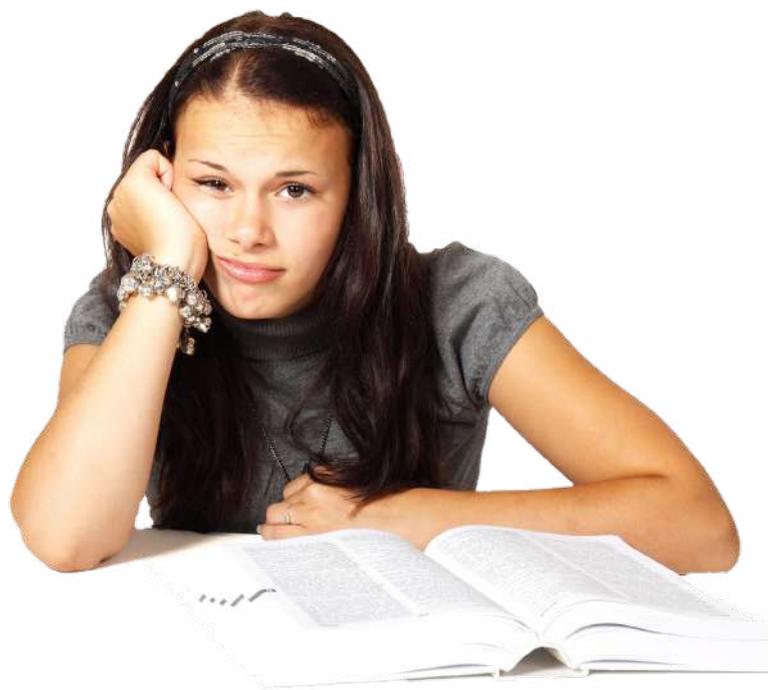


Teaching Notes for the Student Resource Book



Year 9/10

Barriers to Learning Civics and Citizenship

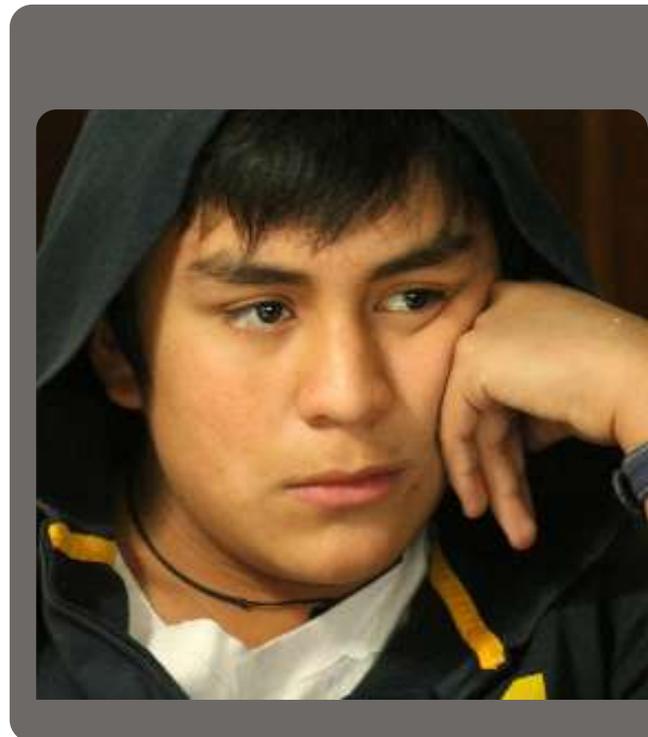


As a Year 9/10 educator, you are well aware of what a developmentally dynamic time it is for many of your students. It is only natural during this phase, when adolescents are developing a stronger sense of self, that they question the status quo of traditional/conventional institutions. Therefore, when introducing Civics and Citizenship into their world you may encounter varying levels of ambivalence. These mindsets may appear to be a significant barrier to the learning of Civics and Citizenship and it is important to address these, right from the outset.

The Parliament of Western Australia's Parliamentary Education Office (PEO) has therefore introduced a set of multidimensional learning activities specific to the needs of Year 9 and Year 10 students to contemporise and personalise their learning experience.

Why Teach Civics and Citizenship?

The fact that adolescents are sometimes stigmatised within the media means that it is not unexpected for some to feel marginalised and alienated. Such alienation from the wider society can therefore lead to disengagement and a disconnection between the teenager and the political structures within their lives. This sense of disconnect may be even greater for some young people from Culturally and Linguistically Diverse (CaLD) backgrounds. This is why the teaching and learning of Civics and Citizenship is so crucial. If we aspire to live in a truly cohesive and inclusive community, where common values are affirmed, then we need to not just teach our students but learn from their individual lived experiences as well. By making Civics and Citizenship both relevant and relatable, you are playing a crucial role in assisting your students to actively engage in the democratic process, as young Western Australian citizens.





Strengths Based/Student Focused Learning

They may not be aware of it, but students already engage in citizenship, displaying a plethora of skills, attitudes, beliefs and values that govern the way they interact within their own peer groups and the wider community. As an educator, you have a wonderful opportunity to make this link between their daily lives and the curriculum. Religious groups, cultural groups, sporting groups, music groups, lifesaving clubs, Guides, Scouts, online communities and subcultural groups are all examples of active citizenship, which provide a sense of identity and connectedness for their members. Regardless of how disparate these groups appear to be, they all share specific key values and are governed by particular social norms that their members embrace.

Making the link



The Parliament of Western Australia is no different; having disparate groups and individuals coming together with a shared commitment to embracing the democratic processes of our state. By explicitly making this link between your students' daily lives and the democratic process, they have the opportunity to see the Parliament of Western Australia not as some old and dusty institution, but a dynamic and future-focused powerhouse of change.

Change that has seen Edith Cowan become this country's first ever female Member of Parliament in 1921; change that has seen Aboriginal people belatedly gaining the right to vote in 1962; change that has seen on the centenary of Edith Cowan's election, the 100th woman sworn into our Parliament; and change that has seen the first Indigenous person elected into the Legislative Council.

The study of civics and citizenship is not about venerating dusty old relics of a colonial past, it is about celebrating the Western Australian people of yesterday, today, and tomorrow.



As an educator you are in a privileged position to ignite your students' imaginations. You are also in a position to utilise Parliament House as a living, breathing, learning resource. The Parliamentary Education Office is here to support you in partnership, promoting the important role of Civics and Citizenship. Apart from providing a range of useful teaching resources, we also offer interactive, informative and engaging tours of Parliament House.

Make sure to explore our

Website

and book a class visit.

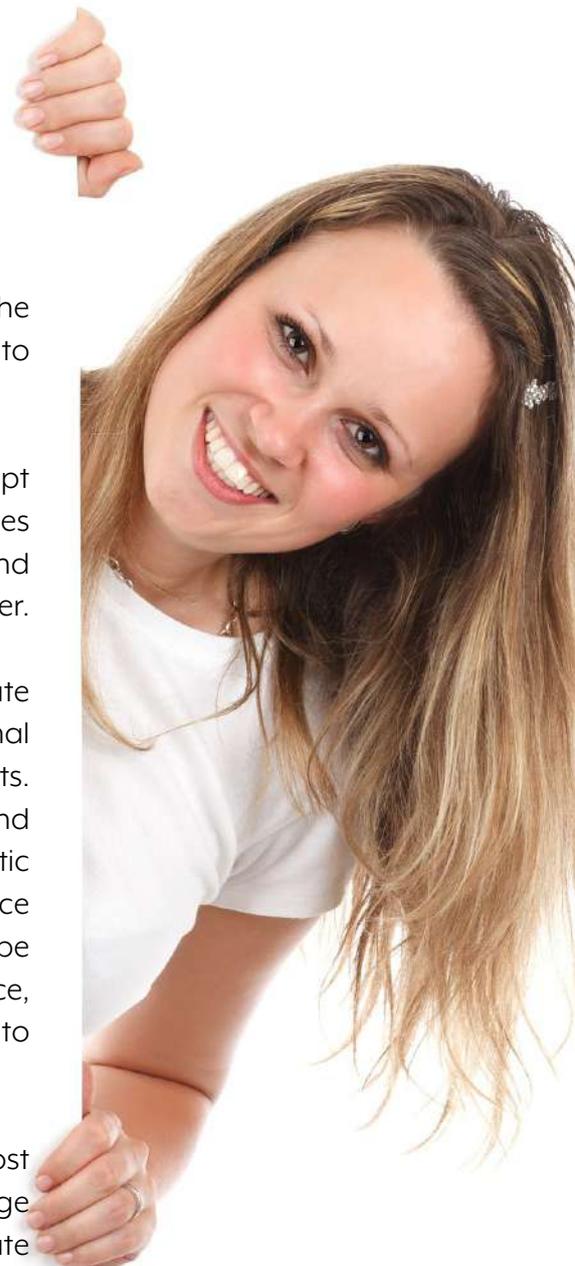
Getting the Most from this Resource

This Teacher Resource Book should be read in conjunction with the accompanying Student Resource Book, which is designed to complement the Years 9 & 10 Civics and Citizenship curriculum.

This is not a prescriptive text, but rather one you can adapt to suit the individual needs of your students. These resources have been underpinned by a variety of learning theories and take into account the multiple intelligences of the learner.

The content of the book is age and developmentally appropriate for your year 9/10 cohort and is written in a conversational, informal way that endeavours to talk to rather than at the students. The resources are also adaptive to a broad range of cohorts and address individual learning styles. Rather than employing a didactic instructional method, the modules have been designed to embrace pedagogical learning principles. Although each module can be completed as an independent standalone learning experience, it is recommended to work through each in sequential order to optimise scaffolding principles.

The Parliament of Western Australia passes laws that affect almost every aspect of daily life. In order to develop the knowledge and skills that will be necessary for your students to participate fully within their community and society, it is important that they gain an understanding of parliamentary democracy.





In keeping with the Western Australian Humanities and Social Sciences Curriculum, specifically the Civics and Citizenship concepts, the Parliamentary Education Office has identified the need for parliamentary resources that are linked to the curriculum and provide valuable teaching and learning strategies.

Please feel free to photocopy these resources or use them as you see fit in your individual learning environment.

Remember, whether you are teaching in **mainstream**, a **special education setting** or indeed a **remote community**, these resources can be easily modified to relate directly back to the specific learning context you are working within.

Prior to delivery of these modules, however, it is recommended that you take time to familiarise yourself with the activities and embedded websites.

If you have any questions relating to the use of Parliament House as a resource for the teaching of Civics and Citizenship in your classroom, please email the Parliamentary Education Office education@parliament.wa.gov.au with the subject line '**curriculum enquiry**'.

Congratulations for playing your part in promoting Civics and Citizenship.

The next page contains the four modules and the units they cover.

You can download full texts and interactive online versions of each

module by visiting our

website

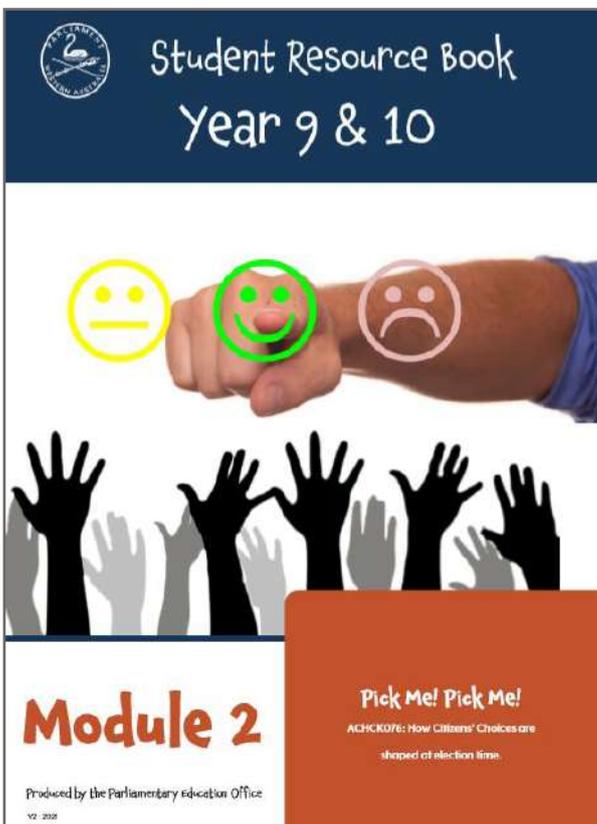
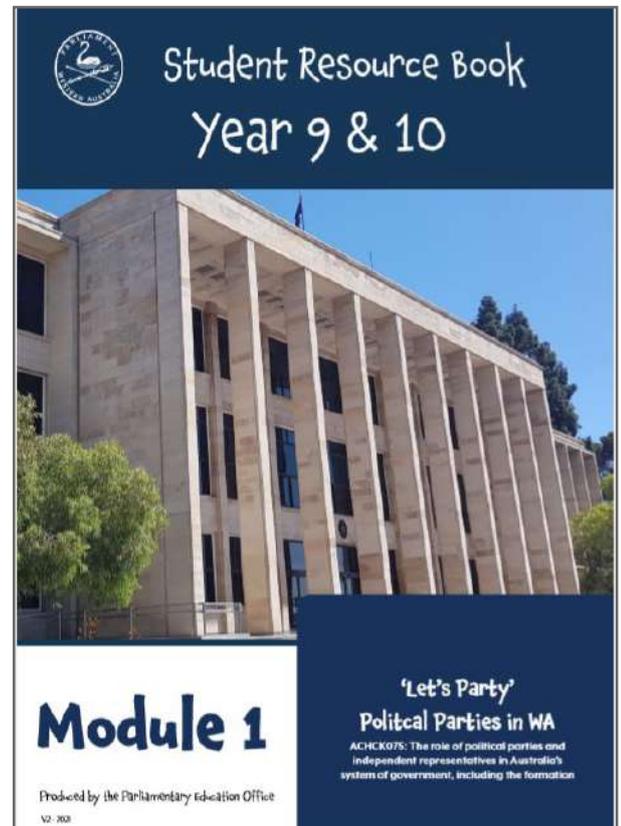
under '**Visit and Learn**'.

The Modules at a Glance

Module 1 'Let's Party' - Political Parties in WA

ACHCK075: The role of political parties and independent representatives in Australia's system of government, including the formation of governments.

This module has been designed to give students the opportunity to explore how political parties are created, the legal requirements under which they need to be registered and the key differences between major and minor parties and independents. There are six activities contained within this module, which provide the opportunity for both individual and group work.



Module 2 'Pick Me! Pick Me!'

ACHCK076: How citizens' choices are shaped at election time (e.g. public debate, media, opinion polls, advertising, interest groups, and political party campaigns).

This module explores how political parties and Independents engage with the public prior to elections. It utilises action learning principles and contains an immersive activity that reinforces the need for parties to undertake community consultation. Distinct from the previous module, this activity is designed to be completed individually; however it does contain two additional tasks for group engagement.

Module 3 'Meet Joe Blogs'

ACHCK076: How social media is used to influence people's understanding of issues.

This module examines the historical and social contexts of people's understanding of social and political issues and thus can be utilised across a number of curricular areas within Humanities and Social Sciences. The tasks are designed to assist students to understand the ways in which political campaigns have evolved over the years through the use of social media. This point is reinforced through an exploration of women in the Parliament of Western Australia, with a focus upon Edith Cowan. Activities include **researching websites** and an interactive exercise lodging of a **petition** that conforms to **parliamentary standing orders**.

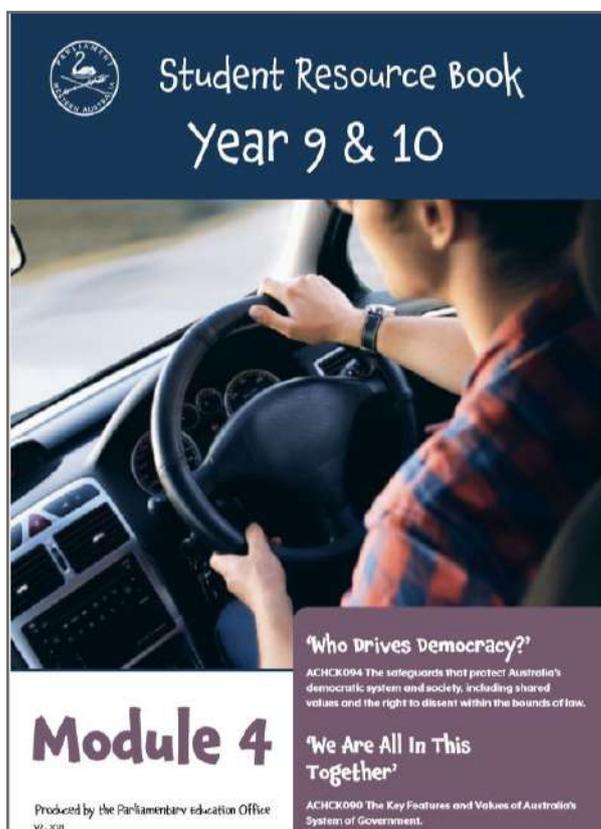


Module 4 'Who Drives Democracy?'

ACHCK094: The safeguards that protect Australia's democratic system and society, including shared values and the right to dissent within the bounds of law.

ACHCK090: The key features and values of Australia's system of government.

This module challenges your students to think about how they can play a role in safeguarding democracy, along with exploration of safeguards such as the Westminster system, the Western Australian Constitution and the importance of the separation of powers between the Parliament, the executive and the judiciary. Students have the opportunity to engage further with a debating exercise about the lowering of the voting age.



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