



Minutes of Evidence Coranderrk Curriculum & Teacher Resource Package

Civics and Citizenship Year 9 resources

Politics, Processes and Participation

Introduction

Australia has a history of civic participation and political activism that demonstrates a strong belief that the public – individuals and interest groups – can influence public thought, government policy and legislation.

This unit of work provides students with the opportunity to examine, investigate and analyse two distinct yet interrelated ways in which the public influences governments and decision-making processes. In the first two sections of the resource, students examine public influence over policy through the parliamentary process of Inquiries. In the third section students look at the ways people can influence policy and legislation from outside the parliamentary process.

The unit has been designed to ‘support students to build [their] ... understanding of Australia’s political system and how it enables change. Students [also] examine the ways ... interest groups, media and individuals influence government and decision making processes ...’ .as outlined in the Australian Curriculum Civics and Citizenship Year 9 level description and to assist students to answer the key inquiry question:

What influences shape the operation of Australia’s political system?
(Australian Curriculum: Civics and Citizenship, Year 9)

The unit of study also addresses the key concepts of Justice, Collaboration Participation and Activism.

Dichotomous themes such as Disempowerment/Empowerment, Oppression/Freedom and rights, Bias/Fairness, Discrimination/Equality are also explored.

It poses the key question

- How can individuals and groups influence public opinion and government decision-making to bring about change?

and the supporting questions

- What processes are available within Australia’s parliamentary system to gather information to inform decision-making?
- What is the role of public activism in the Australian political system?

To assist in delivery, 'Power, Processes and Participation' is divided into three sections. In the first section, 'Enquiring about Inquiries' students analyse types of Inquiries and their role in the parliamentary process.

In the second section, 'The Public, Parliament and Policy', students have the opportunity to examine and analyse specific Inquiries, including the 1881 Coranderrk Inquiry and the influence of Inquiries on parliamentary policy and legislation.

In the third section, 'People, Protests and Politics', the focus is on the role of public activism, initiated by individuals and interest groups, in challenging and influencing public opinion, government policy and legislation.

Organisational considerations and delivery of content

These three sections are part of an overall sequence of learning. Alternatively, a themed combination of two sections (or one section) can be taught as a stand-alone unit of study.

For example - Overall sequence or Stand-alone

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| Section 1 | Enquiring about Inquiries – defining and analysing Inquiries as a parliamentary process |
| Section 2 | The Public, Parliament and Policy – examining specific Inquiries, and the role of individuals and groups within the process to influence Parliament, policy and legislation |
| Section 3 | People, Protest and Politics – focusing on the role of public activism, its forms and mediums, and examples of public activism. |

Themed combinations

Inquiry Processes	Section One – 'Enquiring about Inquiries' and Section Two – The Public, Parliament and Policy
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Public Influence	Sections Two – 'The Public, Parliament and Policy' and Section Three – 'People, Protest and Politics'
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The decision on how to deliver this sequence of study will be a school-based decision taking into account curriculum focus, organisational demands, students and interests.

Web-based applications and features

This resource references a range of web-based applications that can be used for presentations. These are optional suggestions and alternative methods are provided as well.

www.prezi.com	presentations
www.voicethread.com	upload conversations, debate, comments
www.slingnote.com	allows for multi-tasking, gathering of information
www.poppet.com	visuals, mind mapping, graphic organisers
www.glogster.com	electronic interactive posters
www.educrations.com	interactive board application – photos, sound bites, videos, texts, links audio video
www.bubbl.us	mind maps, brainstorm
www.showme.com	voiceovers on interactive board
www.wordle.com	word clouds
www.tagxedo.com	word clouds

Background notes

The seeds of activism in Australia began in the early days of the Colony of New South Wales. On May 29 1788, near Rushcutters Bay, the first conflict between the local Aboriginal people and the First Fleet occurred and by 1790, Pemulwuy and his son Tedbury were leading Aboriginal resistance against settlers, which lasted for several years until their deaths.

Political prisoners, such as the 'Scottish Martyrs', the 'Tolpuddle Martyrs' from England and Irish rebels against British rule were transported to New South Wales, and in 1804 the Castle Hill rebellion took place with convicts rebelling against the authority of the Crown.

The Eureka rebellion in 1854, led by miners on the Ballarat goldfields, challenged for male franchise and land settlement laws. The push for Federation from the early 1880s to the Proclamation of the Commonwealth of Australia in 1901, involved a series of conventions and strong lobbying by individuals, businesses and the media of the day.

The conscription debate during WW1 and again during the 1960s Vietnam War (culminating in the Moratoriums and Save our Sons movements, for example) challenged the right of Government to conscript young men to active service, and influenced the lowering of the voting age to 18 years. The Eight-hour day movement and the Wave Hill walk-off challenged working conditions, leading to better conditions and pay.

The 'Monster Petition', presented to the Victorian parliament, challenged the franchise laws of the day, and contributed to women in Victoria finally receiving the right to vote in state elections in 1908. Likewise petitions, debates, and lobbying were a focal point in drawing people's attention to the fact that not all Aboriginal people could vote in Federal elections. Full franchise was finally given in 1962.

The Australian Wilderness Society, formerly the Tasmanian Wilderness Society that was founded to protest the flooding of Lake Pedder and the damming of the Franklin River, challenged the State government and the

