

Vietnam War) or how it can be proactive (for example, the euthanasia debate), to instigate change to current situations.

The following questions are posed:

- What do we mean by public activism?
- Why do individuals and groups try to influence public opinion?
- What methods do individuals and interest groups use to bring attention to issues of concern?
- How effective is public activism in bringing about change?

Websites

<http://www.theage.com.au/afl/afl-news/the-day-nicky-winmar-drew-the-line-20130416-2hydd.html> (Nicky Winmar photo)

<http://www.abc.net.au/archives/80days/stories/2012/01/19/3411534.htm>
(Vietnam moratorium march Melbourne)

http://www.8hourday.org.au/pdf/888_fact_01_history.pdf
(Eight hour march photo)

<http://www.8hourday.org.au/images/mm068131.asp?URL=../history.asp>
(Eight Hour banner photo)

<http://adb.anu.edu.au/biography/lingiari-vincent-14178>
(Information about Wave Hill strike and Vincent Lingiari)

http://www.utas.edu.au/library/companion_to_tasmanian_history/D/Dombrovskis.htm
(Franklin River photo)

www.wilderness.org.au

www.lakepedder.au

www.youtube.com/watch?v=S7cbkxn4G8U (Yothu Yindi – Treaty, song film clip)

www.youtube.com/watch?v=Ofrqm6-LCqs (Midnight Oil – Blue Sky Mine, song film clip)

www.midnightoil.com (Midnight Oil official website)

<http://john.curtin.edu.au/hazelhawke/posterart.html> (Redback Graphix Art Posters)

http://whitlam.org/gough_whitlam/Treasures_from_the_Collection
(Political campaign badges, video)

http://indigenoustrights.net.au/resources/documents/getting_in_the_swim! 'Getting in the swim' cartoon - comment on Aboriginal people accessing local swimming pool

Other resources

Whiteboard or interactive board, poster paper, pens, access to computers for online research

Activity 1 Attention, attention everyone!

1.1 Begin the activity by facilitating a whole class discussion with students around how they bring an idea or issue to the attention of their peers, and/or how they are informed about various issues themselves.

Questions to help facilitate discussion could include:

- What local, national and international issues are you currently hearing about? Prompt if required: refugees, local environmental or planning issue, health funding, aged care, transportation.
- How have these issues been brought to your attention? Prompt: newspapers, social media, television, word of mouth.
- How do you find out about issues that you are interested in?
- How do you inform others about an issue?
- Why do you think people want to bring issues to the attention of others?
- Are you influenced by others?
- Why do you think people choose to protest?

Discuss with students that activism can be in reaction to an issue, such as government legislation changing the status quo (an example being when conscription for overseas service was introduced during the Vietnam War, thousands of people marched to voice their opinion and end conscription). Or, activism can be proactive, when individuals and groups seek to influence the wider community to change legislation based on dated views to legislation that reflects current thought, an example being the change in abortion laws as community thought has changed on the issue.

Divide the class into small discussion groups and provide students with a list of the websites provided. Alternatively download images or project onto an interactive white board. Your choice of method will be dependent on classroom access to ICT.

Instruct students to discuss and take notes around the following:

- image representations,
- commonalities,
- connections,
- differences,
- potential effectiveness,
- styles and mediums.

This could be posed as a list of prompt questions such as:

- What do you think each of these images represents?
- What do they have in common?
- How are the images different?
- Do these images bring to mind any specific issues?
- What groups or individuals do you associate with these causes?
- What other mediums can you think of that have been used to draw attention to an issue?
- What other issues or campaigns can you think of that have been brought to your attention?
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Instruct students to make group notes to share in a class discussion.

Draw groups together and facilitate a short discussion around group ideas based on questions provided.

Encourage students to add to the discussion to build ideas around issues and campaigns and types of mediums used.

Teacher note/ Assessment

This introductory task can be used to establish prior knowledge and to assist in evaluating overall activity.

Activity 2 Franklin River- an example

- 2.1 In this activity students will investigate a public campaign that brought national and international attention to an issue, creating public interest and support, which consequently influenced government policy and legislation. The saving of the Franklin River, Tasmania, is used as the example for class research.

Since the 1960s, the Tasmania government and the Tasmanian Hydro-Electric Commission had faced opposition from environmentalists to the flooding of rivers, lakes and land for the purpose of hydro-generating electricity. The public campaign against the Tasmanian government and the Hydro-Electric Commission culminated with the campaign to stop the damming of the Franklin River and led to Federal government intervention. The Tasmanian government took the Federal Government to the High Court of Australia challenging its right to interfere in State matters. The High Court decision came down in favour of the Federal government and the Franklin River has become a World Heritage listed area.

This issue provides students with an insight into an issue, an example of a multi faceted campaign, with a range of mediums employed and the subsequent influence on government policy and legislation.

Begin research task by providing students with background information about the Franklin River. The listed websites will assist students to research the issue.

Instruct students to read information and identify:

- a) the issue
- b) key personnel and groups involved – both supportive and non supportive
- c) campaign strategies from both sides (methods employed to harness support or hinder action)
- d) milestones
- e) immediate results of the campaign and long term consequences in areas of environmental issues.

Explain to students that this campaign divided opinion in Tasmania and the Stop the Dam campaign was not universally supported. The Hydro-Electric Commission, the Tasmanian government, and pro-development groups were equally keen to gain support.

Presentation

Ask students to create a flow chart showing the milestones of the Franklin River campaign - from 1976 with the formation of the Tasmanian Wilderness Society through to the four to three vote decision by the High Court in 1983 that the dam could not proceed. Instruct students to include the individuals and groups, campaign methods, opposition, any intermediary decisions and results, and the final outcome. This flow chart could be presented on poster paper or web applications such as bubbl.us, or Popplet could be used.

Activity 3

In this activity students will use the knowledge, skills, and understandings developed from the previous activity to examine another issue. They will investigate the individuals and groups involved, the types of mediums employed to gather public support, and evaluate the influence or contribution made to public opinion and/or government policy and legislation.

It is suggested that students choose to focus their research from an issue perspective, a medium basis or an artist/group starting point. Three basic pro formas have been provided to guide students through the research task. Also some examples of issues, individuals and groups, and mediums are provided to assist students with a focus and starting point.

Issue based

Some examples – conscription, asbestos, tobacco, Australian bicentenary, land rights, Stolen Generations – Sorry campaign, euthanasia, franchise, forced adoption, environmental issues, franchise, health issues, workers' rights, public transport.

Suggested pro forma

Issue

- Background information of issue/history
- Group/individuals

- Key people
- Medium/s used
- Key messages/slogans
- Associated action/strategies i.e. poster- advertising a march, demonstration or theatre production highlighting an issue
- Milestones
- Current situation/outcomes
- Consequences
- Legal/political situation -Inquiry, petition, royal commission, legislation
- Further action

Individual/Group

Some suggestions: Barak, Northcote mural artists, Daniel Boyd (artist), Bea Maddock (artist); Joan Ross (animation) – European settlement and Aboriginal land rights; Ricky Maynard (Photographer) – Tasmanian Aborigines and missions; Midnight Oil (band) – Aboriginal rights, Apology, environmental issues, workers' rights; Yothu Yindi (band) – land rights; Archie Roach (musician/song writer) – Stolen Generations; Mark Knight, Tandberg (cartoonists) – range of political issues; Vincent Lingiari – Aboriginal work conditions and pay.

Trade Unions – stonemasons, 8-hour day campaign, work conditions; Save our Sons – conscription, Vietnam War; Australian Wilderness Society – environmental issues; Redback Graphix – political posters.

Group/individual focus

- Issue/s
- Key people
- Support
- Medium
- Message
- Background information of issue/history
- Associated action/strategies i.e. poster advertising a march, demonstration or theatre production highlighting an issue
- Current situation/outcomes
- Consequences
- Legal/political situation – Inquiry, petition, royal commission
- Further action

Medium focus

For example: Visual arts – including photography, animation, film, painting, poster, banners, badges, mural; Performing arts – theatre, plays, dance, music; Newspapers – editorials, letters to the editor, investigations, cartoons; Television – news, current affairs, documentaries; Social media (such as Change, Bring it up; Action) – protest, moratorium, freedom rides, blockades.

Medium pro forma

- Mediums used
- Issue/s

- Key people
- Group/individual
- Support
- Message
- Background information of issue/history
- Associated action/strategies i.e. poster advertising a march, demonstration or theatre production highlighting an issue
- Current situation/outcomes
- Consequences
- Legal/political situation – Inquiry, petition, royal commission
- Further action

Inform students that they will be using the research undertaken and the information gathered to present to the rest of the class.

Presentation

Allow students a range of options for presentation, including (based on the medium they have chosen to investigate) – animation, photography, posters, badges, mind map, timeline, cartoon, painting, short play, essay, song, poem, web based applications such as Glogster, Bubbl, Slingnote, Prezi or an alternative form that suits the research undertaken or skills of students.

Organise a class display/expo of research and findings, information gathered, consequences to date and provide each group with time to discuss their presentation with the rest of the class and field questions.

Presentation and Activity assessment task

Create a poster, piece of artwork etc. – take into account – issue, content, intended audience, medium, outcomes.

Going further

Ask students to identify a school, or a local or wider community issue of interest. Instruct students to use the knowledge, skills and understanding that they have developed about public activism to design a campaign to bring attention to the chosen issue. Key considerations could include:

- defining issue,
- the dissemination of information,
- medium or mediums chosen,
- possible conflict of interests,
- and expected outcomes.

Students could work either individually or in small groups to complete this activity depending on student interest areas or the teacher's preferred method of class organisation. Allow students to decide on how work is presented.

Assessment: This 'Going Further' activity could be used as a further assessment task, with students demonstrating prior learning and skills transferred to a new

investigation, addressing the key considerations and presenting information from outlined criteria.

Overall assessment task for unit of study

The following tasks are suggested as ways to assess student learning of the unit of work. It is recommended that students have the opportunity to choose how they present their learning so as to accommodate student preferred learning styles.

- If I wanted to influence public opinion, government policy and legislation how could I go about it? What methods are available to me?
- Australia has a history of public activism that has influenced our past and continues to generate activism today. Discuss.
- Explain how public activism can influence public opinion, government policy and legislation. Choose an issue studied to focus and assist your explanation.
- Design a campaign around an issue that is of interest to you.
- How do Inquiries influence government policy and legislation? Demonstrate by providing an example of an Inquiry that has influenced government policy and/or legislation.
- What would be the most effective way to influence the way the public thinks about an issue that I am passionate about? Why would you choose this way rather than others available?