

Unit Two

Purpose: The purpose of this unit is to familiarise teachers with the *Discovering Democracy* materials, particularly the values that underpin them, to strengthen the connection to the Queensland Years 1-10 Studies of Society and Environment syllabus.

Learning Outcomes for Teachers

Teachers will become familiar with the various elements of the Discovering Democracy Primary and Secondary kits and Readers.
Teachers will identify the values, which underpin the kit, and the relationship of these to the aims of the kit.
Teachers will make connections between the values in the Discovering Democracy and the Queensland Years 1-10 Studies of Society and Environment syllabus.
Teachers will collaboratively identify the values positions in stories from the Readers and discuss ways in which these can be used with students.

Materials: **PowerPoint Presentation 2**
Years 1-10 SOSE syllabus
Discovering Democracy Primary and Secondary kits
Middle Secondary **Reader**
Activity Worksheets 2.1 – 2.5

Time: **70 minutes**

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Facilitator Instructions:

- 1 Facilitator introduces the session with some explanation of the development of the Discovering Democracy kit. This information can be found in the kit. The facilitator should also address the issue of the importance of the development of civic knowledge and citizenship action for students, and that this action is often based on persons adopting a values position, or stance in their public and private life. This is sometimes connected with a particular religious or moral position that they hold, or can be based on more universal values that are expressed in democratic societies. The purpose of this session is to examine the Discovering Democracy kits and to examine the values that underpin democracy in Australia. These kits will help teachers to implement the SOSE syllabus due to the alignment of the learning experiences and values in the kits and the SOSE syllabus.
- 2 **Facilitator begins the PowerPoint Presentation 2.** The facilitator should feel free to break the presentation to allow some discussion of major points and to use the activities associated with this unit.

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Activity 2.1
Orienteing Activity – 15 minutes

Values in Discovering Democracy

This activity asks teachers to become familiar with the values of the *Discovering Democracy* materials and to make links and connections to the **Four Key Values** in the Queensland SOSE syllabus.

Instruction: From your learnings in Unit One, list some of the ideas, sub-values, perspectives under the headings in Column One. (example given)

Make links between the SOSE and Discovering Democracy values.

Years 1-10 SOSE Syllabus Values	Discovering Democracy Values
<i>Democratic Process</i> <ul style="list-style-type: none">• Integrity of the rights of all people• Balance of rights of choice, equitable opportunity	
<i>Social Justice</i> <ul style="list-style-type: none">• Promoting a just society by challenging injustice and valuing diversity• Right to equitable treatment	
<i>Economic and Environmental Sustainability</i> <ul style="list-style-type: none">• Belief in the integrity of natural environments• Promotion and attainment of ecologically sustainable development	
<i>Peace</i> <ul style="list-style-type: none">• Belief that to promote life is to promote positive relations with others and with the environment.• Develop hope, spirituality and optimism	

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Using the *Discovering Democracy Readers* to Identify Values

Activity 2.2

Enhancing Activity – 20 minutes

This activity asks teachers to become familiar with the potential of the *Discovering Democracy Readers* and to introduce the idea of **identifying values** in the stories and

using them with students. This activity also uses the ‘processes’ that underpin the Queensland Years 1-10 Studies of Society and Environment syllabus.

Instructions:

- 1 Facilitator should ask the teachers to read the story ‘A Matter of Belief’ (p5 Middle Secondary Collection)
- 2 Ask teachers to identify the basis of the values position of the Australian Constitution. Do they know the history of this values position? To what extent is this position a matter of ‘time and place’, of ‘tradition’, of ‘religious affiliation/belief’?
- 3 **Discuss:** What is the basis of Menzies belief (as indicated in the extract from his speech.
- 4 **Discuss:** How could you use this story to address the current issues of Commonwealth assistance to non-government schools? What values positions can be identified in current debates? What are the significant values positions in the Australian population that sustain this as an issue in Australian politics and social life?
- 5 **Reflect:** How could you use this story with students? What current areas of your program could it fit into?

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Using the Middle Secondary Readers

Activity 2.3 **Enhancing Activity – 20 minutes**

Instructions:

- 1 Ask teachers to read the story *Justice Was Done?* (p9 Middle Secondary Reader)
- 2 Teachers identify the values positions in the story using the table.

<i>Person/Group</i>	<i>Values Position</i>	<i>Basis of Values Position</i>
Don Chipp		
Liberal Party		
Robert Menzies (in dealing with Don Chipp)		
Labor Party		
Bert James		

- 2 Teachers discuss in groups which teaching strategies they might employ to use this story to a class in Lower or Middle Secondary.

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Activity 2.4

Synthesising Activity – 10 minutes

This activity is an extension of the previous activity, and is a ‘values clarification activity’. These can be done with students in the upper primary or lower secondary school. It also employs one of the strategies of social justice, i.e. to challenge injustice.

Instructions:

- 1 Ask teachers to complete the following table, using their responses in Activity 2.3.

<i>Person/Group</i>	<i>Action Taken: What did the person/group do? How ‘ethical’ do you think the action was?</i>	<i>Your Value Position What would you have done and why? Can you describe your ‘value position’.</i>
Don Chipp		
Liberal Party		
Robert Menzies (in dealing with Chipp)		
Labor Party		
Bert James		

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Self-Assessment Activity – Activity 2.5 (5 minutes)

Read the outcomes for unit two again, and reflect on your progress. Make an ‘on balance’ judgement about where you are located on the continuum of learning.

Teachers become familiar with the various elements of the Discovering Democracy Primary and Secondary kits and Readers.					
1	2	3	4	5	6

Teachers can identify the values, which underpin the kit, and the relationship of these to the aims of the kit.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

Teachers make connections between the values in the Discovering Democracy and the Queensland Years 1-10 Studies of Society and Environment syllabus.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

Teachers collaboratively identify the values positions in stories from the Readers and discuss ways in which these can be used with students.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____