

Unit Three

- Purpose:** This unit is designed to consolidate teachers understanding of the:
- Scope of the *Discovering Democracy* materials
 - The connections between the Values in the Queensland Years 1-10 Studies of Society and Environment Syllabus and the *Discovering Democracy* materials; through the development of a unit of work using the *Discovering Democracy* kit for use with adolescents. It will employ the principles of middle schooling. This unit is set within the framework of Catholic Social Teaching.

Learning Outcomes for Teachers

Teachers will identify the values that underpin the Discovering Democracy 'Getting Things Done' unit and the connection to the values in the Queensland SOSE syllabus, particularly the values of 'democratic process' and 'economic and environmental sustainability'.
Teachers will identify a range of teaching strategies that are consistent with the principles of middle schooling.
Teachers will examine and choose the SOSE syllabus outcomes which are relevant to an examination of values in social and political contexts.
Teachers will discuss strategies for addressing values with adolescents.
Teachers will identify the particular characteristics and needs of students between 10-15 years.

- Materials:** Powerpoint Presentation No 3
Secondary Discovering Democracy Kit
- Middle Secondary Units
 - Video

Time: 80 minutes

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Focus: **What do we know about young adolescents**
Towards a framework for addressing the needs of adolescents

- 1 Facilitator shows Powerpoint Presentation. Facilitator should approach the slides as ‘discussion starters’, tapping into teachers own experiences of working with adolescents.

Complete Activity 3.1 (Worksheet)
Orienting Activity - 10 minutes
- 2 Facilitator should introduce the notion of ‘a framework for addressing the needs of adolescents’ using the Powerpoint Presentation to demonstrate different frameworks for thinking about young people as citizens. Essentially these frameworks would assert that adolescents, for effective learning, and to make the transition to young adulthood:
 - Need activity
 - Need to be doing something that is worthwhile – that has a ‘service orientation’
 - Need a spiritual dimension.
Activity 3.2 – Teachers read the document and discuss informally in groups.
Enhancing Activity – 10 minutes
- 3 Facilitator introduces the ‘Getting things done’ unit from the Middle Secondary Unit. ‘Walk through’ this unit, pointing out the major features to familiarise teachers with the general layout and an orientation to the content matter.
- 4 Facilitator introduces the video by saying that the focus for the teachers is to:
 - Identify the variety of values positions presented
 - Determine how a discussion of this event in Australia’s history social and political history could be used with students to teach and clarify values
 - Establish outcomes in the SOSE syllabus that could be addressed using this unit.
- 5 Show video: 30 minutes
Use the Video Viewing Activity Sheet (Worksheet Activity 3.3)
(adapted from p 173, Discovering Democracy, Middle Secondary Units)
- 6 After video complete the Values Position Activity (Activity 3.4) using details from the video and from the Sources from p 173 – 175 Middle Secondary Units.
- 7 Complete Activity 3.5 to conclude Unit Three. Facilitator will need to tie up the ends and reinforce the ideas of ‘democratic process’ and ‘economic and environmental sustainability’. Teachers might like to discuss in groups: the obvious tensions between values, particularly in terms of
 - State government and Commonwealth responsibilities and powers
 - The role of lobby groups
 - ‘democratic process’ for all groups
 - tensions between economics and environments
 - tensions between the present and the future.
- 8 Complete Activity 3.6 – a simple approach to planning from the VALUES. This activity provides teachers with an easy planning process and device that should assist them with integrating the many features of the syllabus, using the Discovering Democracy materials.

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Activity Worksheet 3.4

Individuals or Groups	Values Positions: Whose interests are being served by this position?	Values in SOSE syllabus

Instructions:

Identify the range of groups and/or individuals involved in this event in Australia's political and social history, using both the video and the documentary sources (page 173-175) and in the spaces provided:

- describe the values position that underpins their actions/perspective
- ask 'whose interests are being served' by this values position or action
- identify the value(s) from the SOSE syllabus that are evident and describe how this group has interpreted the value
- discuss Christian responses to each of these positions or actions. Are there any tensions or contradictions evident?

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Activity 3.6 – Enhancing Activity

Time: 30 minutes

This activity encourages teachers to begin their planning from the point of view of the values. The Facilitator explains that:

- **using the worksheet (3.6), begin by choosing one of the VALUES from the SOSE syllabus as the focus for student learning. ‘Unpack’ this value using the descriptions of the values on p2 of the SOSE syllabus, in column 1.**
- **Use the syllabus to identify a small group of outcomes (at any level) that could be used with this KEY VALUE**
- **Complete the table by adding to the table,**
 - **Teaching strategies that are appropriate for adolescents and that are consistent with the principles of middle schooling**
 - **Activities that would help students understand the values and the concepts that are embedded in the outcomes**
 - **Assessment ideas – how students could demonstrate the outcomes**

Activity

Values Checklist: Complete the following table by identifying where students currently have opportunities to develop the understandings, knowledge and experience of the values in the syllabus (include both the formal curriculum and the extra curriculum) and identify whether all students are included.

Values	Where in the curriculum? Which outcomes?	Which activities?
<p>Democratic Process:</p> <ul style="list-style-type: none"> • a belief in the integrity and rights of all people • ideals of equal participation and access for individuals and groups, • civil and political rights • citizenship, • democratic decision making in public and private life • the ways in which people relate to each other • how decisions are made in our institutions, • how democratic rights are protected, • the responsibilities and obligations to others • the balance of certain rights (such as choice, equitable opportunity, appeal to law and due process) with reciprocal obligations (including respect for others and a willingness to participate in democratic processes. 		
<p>Social Justice:</p> <ul style="list-style-type: none"> • promoting a just society by challenging injustice and valuing diversity • a belief that all people share a common humanity • right to equitable treatment • support for their human rights • fair allocation of community resources • discrimination, on the basis of gender, sexuality, religion, political affiliations, age, race, belief, disability, location, social class, socio-economic circumstance • challenge the inequalities inherent in social institutions and structures 		

<p>Ecological and economic sustainability:</p> <ul style="list-style-type: none"> • interrelationship between ecological systems and economies • belief in the integrity of natural environments • wise, equitable and sustainable use of resources • the promotion and attainment of ecologically sustainable development • the complex nature of environments • the need to protect environments for their intrinsic value, for their heritage value and as a resource to sustain life in the present and future; • acting ethically towards the environment • establishing and maintaining social, political and economic structures that are focussed on finding quality of life in a world of limits 		
<p>Peace:</p> <ul style="list-style-type: none"> • belief that to promote life is to promote positive relations with others and with the environment • the need to foster, maintain and develop hope, spirituality and optimism, • a sense of belonging in local, national and global communities, cooperative and peaceful relations with other • a sense of a shared destiny • stewardship of the Earth • relationships between people and environments that have a regard for the spiritual dimension of life • develop empathy to promote peaceful environments • cooperating and interacting to resolve conflicts • practising consensus decision making • how the processes of negotiation, arbitration, mediation and reconciliation operate in a range of contexts. 		

Which values will you focus on?	Which outcomes will you use?	Which teaching strategies are appropriate?	What activities would help students understand the values and concepts?	How could students demonstrate the outcome/s?