

**UNIT TITLE:**

***Schools working with local government groups***

**Writer/Management:**

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**Audience:**

Teachers, administrators and/or local government groups wanting to develop partnerships for civics and citizenship education

**Purpose:**

To illustrate how schools and local government organisations might work together to provide learning experiences linked to the *Discovering Democracy* materials

**Links to Curriculum:**

SOSE; Science; Technology; Art; Music; Maths

***Discovering Democracy links***

Units: *People Power; Making a Nation; Who Rules? Australian Readers*  
*Discovering Democracy through Research*

# SCHOOLS WORKING WITH LOCAL GOVERNMENT GROUPS

**Audience:** Teachers of primary students

**Purpose:**

To illustrate how schools and local government organisations work together to provide learning experiences linked to the Discovering Democracy materials.

**Links and Resources:**

Primary segments of the Discovering Democracy kit and the Readers.

**Case Study Details**

**Young Citizens Program – Redland Shire Council and local schools**

**1. Aims of the project:**

- To provide a program of speakers and excursions to schools so students will learn about the Local Council and its responsibilities in their community
- To link the learning to emerging curriculum
- To raise awareness of the new core learning outcomes in the Queensland 1-10 curriculum (council staff and teachers)
- To provide opportunities for Council staff and teachers to develop units of work in partnership
- To provide students with opportunities where they, themselves might contribute and understand how decisions are made
- To incorporate the Discovering Democracy materials as a key resource.

**2. Steps taken:**

- The Redland Shire Council conducted research on emerging curriculum trends. A consultant presented a report and an Education Officer was appointed to supervise the ‘Young Citizens Program’ developed from recommendations in the research report.
- The Education Officer organised guest speakers and excursions for local schools. The focus was on Years 4 and 7 in primary, and junior secondary. Schools at this stage were using the old curriculum and curriculum at these year levels included studies on local area and local government.
- Schools in the area received a DETYA grant to run workshops to raise awareness of the *Discovering Democracy* materials. The workshops highlighted the need to link the DD materials to new learning outcomes, and the services offered by the Redland Shire Council.
- When a number of curriculum documents had been through the trial phase, the Education Officer at the Council requested the Young Citizens Program be remodelled to have closer links with particular learning outcomes.
- A consultant interviewed all Council staff involved in excursions and school visits to match the information being presented to specific learning outcomes. The consultant also visited the actual sites – Indigiscapes (an environmental centre); sewage treatment plant; recycling centre, water treatment plant, worm farm, and the Art trail. The consultant did not visit the Museum or the Council meetings, although these excursions have been included in the program of activities.

The interview process identified outcomes in Studies of Society and Environment (SOSE), Science, Health, Arts and Technology syllabuses. (Language/English syllabus not yet available).

- The consultant worked with Council staff to produce a booklet describing the excursions and visits, with teachers as the audience. The booklet clearly labelled the learning outcomes against specific services. The consultant also produced a number of worksheets based on the information provided by Council staff, and the information in the syllabus documents. These worksheets allow presenters to engage students in learning, and act as a link between the presenter and the classroom once the presenter has completed the visit or the excursion is concluded.
- Teacher workshops were then arranged to examine the draft Council material and the *Discovering Democracy* kit so that teachers could design units of work with a three way link: Core curriculum learning outcomes; *Discovering Democracy* activities; Redland Shire Council services.
- More workshops will be conducted in 2001, and the new Council worksheets will be trialed by presenters. The Council Education Officer will use the booklet describing the program at a launch in 2001.

### **3. Links to Discovering Democracy materials**

The following extract has been taken from the booklet provided to teachers at the workshop in December 2001.

**Core Learning Outcomes; Discovering Democracy;  
Young Citizens Program**

**PLANNING WORKSHOP**

**Wednesday 6 December 2000  
Birkdale South State School**

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This workshop provides an opportunity for teachers of years 6/7 to plan units for work linking

- Current civics or social science topics
- Information provided through excursions and talks offered as part of the Young Citizens' Program
- Outcomes in the new KLA syllabuses
- Resources in schools eg the *Discovering Democracy* kit.

**Program:**

9.00 – 10.00

An overview of the syllabuses, the Young Citizens Program and the materials in the *Discovering Democracy* kit.

10.30 – 11.30

Workshop – possible topics or themes to be developed.  
Sharing of ideas.

11.30-1.00

Planning workshops. Designing units of work.

1.45-2.30

Sharing of units of work.

2.30-3.00

Refining units of work.

**Participants to bring:**

- Own lunch
- Syllabus documents for SOSE, Science, HPE, draft Technology, draft Arts
- *Discovering Democracy* kit and readers
- Overview of civics/social studies units currently used and valued by the school community
- Notebook computer if wanting to preview CD-ROM examples, or word-process units of work.

#### 4. Implementation examples - teachers

The following notes were compiled at the teacher workshop in December 2000. They are not in a polished form as more workshops have yet to be conducted. They have been included in this case study to give an overview of the links intended when using the *Discovering Democracy* materials.

### SOSE...DISCOVERING DEMOCRACY...YOUNG CITIZENS PROGRAM

#### DESIGNING UNITS OF WORK

##### School 1

Environmental theme. Years 6 and 7

Fieldwork. Litter survey in school...classifying...graphs and analysis...report (SOSE Place and Space outcomes 4.5, 3.3, 3.2.)

Clean up day involvement/whole school

Environmental club

Nature group – interest activities on Thursday

Think tank – new shopping centre in area.

Recycling – visit to worm farm SOSE PS4.3 PS3.3

Waterwatch program

Mangrove walk

Guest speaker, Griffith University

CDROM 'The Bay'

Documentaries on extinction

Internet sites: Greenpeace and Save the Koala Foundation SOSE SRP4.5

Debating – Fiddlewood Contract – old source book

*Discovering Democracy* – People Power SOSE SRP4.5

Kakadu – current issues – heritage listings

Arts – small murals; poster competition – Waterwise

Music – jingle for recycling

Maths – graphing. Population growth – statistics

Mapping – SOSE PS4.4 PS3.4

Technology SOSE TCC3.1 and outcomes in Technology draft syllabus

Impact on environment and industrial revolution

Science- primary investigations – population growth activity

SOSE SRP 3.1 – water cycle

Litter inspectors at school. Election to select representatives – democratic processes.

##### School 2

Focus questions: How do I interact with others? How do we interact with others? What do we know about our natural world? How have things changed – looking forward and to the past.

Citizenship – theme on Antarctica – ecology – sustainability

How would we organise a federation and/or a democracy in Antarctica? Create a new nation?

Federation section of *Discovering Democracy*

Language - Public speaking, persuasive language, decision making, creative and reflective thinking.

Critical listening. Debates and forums. Reading.

Lots of outcomes: **SOSE** SRP 4.2, 4.3, 3.3, 3.1, 3.2, 4.2, PS3.1, 4.1, 3.2, 4.2, 3.4, 4.4, 4.5 TCC3.4, 4.4, 4.5 **Science** SS3.3, 4.3; EB4.2, 4.3; EC 3.2 NPM 3.3, 4.3.

**Arts** Design flag for Antarctica

**Technology** Design a parliament house for Antarctica. Effect of IT. Use of material/ impact on environment.

Young Citizens Program as a lead-up.

##### School 2

Worked from outcomes.

Government unit SOSE SRP4.3

Young Citizens Program links.

SOSE SRP4.4 *Discovering Democracy* links

SOSE SRP4.5 Stories in *Discovering Democracy* kit

SOSE SRP 4.2 Enterprise project – link to science

SOSE SRP4.3 short and long-term effects

Visit to state parliament and Canberra

#### **Schools 4 and 5**

Responsible participation

Used Research Book in *Discovering Democracy* kit

SOSE SRP3.2, 4.3 5.3, 4.4, 3.5, 4.5

Mapping SOSE PS4.4

Young Citizens Program links

Law-makers; Law-breakers Rigby

Recommend topic books in series *Governing a Nation*

Biographies. Letters to editor.

Maths - % preferential voting; timelines, graphing, budgets, histograms, electoral maps and scale.

Science – lobby groups...creek studies NPS4.3 SS4.3 HPE 3.5 4.5

Arts – campaign posters, cartoons, jingle for campaign. ME3.1 4.1 Drama 3.1, 4.1 Visual 3.1, 4.1, 4.2

Music 3.3 4.3

#### **School 6**

Heritage and cultural diversity

Worked from current practice

Colonization...cultures

Mapping SOSE PS4.4 3.4

Cultures – differences. Climates. SOSE CI 3.1 CI4.1

Migration – timelines – government policies SOSE CI4.2 SOSE TCC 4.5 3.5 Problems associated with cultures. Sections from *Discovering Democracy* kit. *Australian Readers*

Science – foods; hygiene standards; travel; different countries.

Technology – researching cultures

Maths – graphs, population, time zones, timelines

Communications

Into the Melting Pot Rigby

Arts – different cultures, dance, techniques, Australian cultures.

#### **School 7**

Waterwatch program

Involvement with local community

Art Trail and Indigiscapes visits SOSE TCC3.5 4.5

Field study SOSE PS4.3

Land features – The Bay, Islands, Wellington Point SOSE PS 3.4. Compass use PS4.4

Use *Discovering Democracy* kit for federation – links to health and community issues Plagues in Federation –diary of Bashti Barrer, Ashton Scholastic. Discussion. Debate. Expository writing.

#### **School 8**

Genre based as a starting point.

Traditional stories – ancient civilizations. ‘Who Rules’ in *Discovering Democracy* kit.

Level 4 outcomes in Science and Society.

SOSE PS 3.4 mapping outcomes.

Rigby books *In the Past*

CDROM ‘The Egyptians’.

#### **School 9**

SOSE CI4.5, 4.3, 3.2

The Power of Advertising as a Communication Device.

Junk mail, movies, intention of material.  
Discuss why advertising this way...inform...entice  
Ethics of advertising  
Surveys...maths  
Technology – create a product to sell – design or make a toy or article of jewellery. Working in groups. Create an enterprise system – guidelines and rules – democratic process.  
Design an advertising campaign. Print/video. Processes – draft copies...auditions...language program.  
Music...decision making...art work...scripts.  
Advertising guidelines. Local council. Signs.  
Budget – time used and costs. Profit and loss.  
Efficiency – time lines time management  
Packaging – using computers  
Guest *speakers* – *graphic artists; newspaper reports; desk top publishing*  
*Discovering Democracy* kit – research topic p 93 – stereotypes – how people see Australia.  
Comparisons with generic sales/ recycling.  
Visit to recycling centre. Science.  
Resources at Global Learning Centre  
www site – just stop it (anti-Nike site); also 'Behind the News'.

##### **5. Implementation examples - Redland Shire Council**

The following extracts have been taken from the draft version of the Young Citizens' Program booklet for teachers, and a worksheet used by the presenter.