



## SAMPLE TEACHING AND LEARNING OUTLINE

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**HUMANITIES AND SOCIAL SCIENCES – CIVICS AND CITIZENSHIP**

**YEAR 3**

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

### **Time allocation on which the outline is based**

Two hours of teaching per week for 12 weeks

### **Civics and Citizenship key concepts embedded**

- Democracy
- Participation

### **Prior knowledge**

Civics and Citizenship does not commence until Year 3. The Early Learning Framework provides opportunities for students to engage in civics and citizenship concepts, such as developing a sense of community; an awareness of diversity; and an understanding of responsibility, respect and fairness.

### **Humanities and Social Science Skills**

Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.

Across the year, different skills are emphasised in Civics and Citizenship, Geography and History:

- Questioning and Researching (**Q&R**)
- Analysing (**A**)
- Evaluating (**E**)
- Communicating and Reflecting (**C&R**).

***Suggested assessments are provided throughout the outline for teachers to select the timing, type and number of assessments in line with the school assessment policy.***

## Communities

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
1–4	<p>Communities make decisions in different ways and <u>voting</u> is a way that groups make decisions democratically</p> <p><b>Key concepts:</b> Democracy</p>	<p>How do you and your friends make a decision? How are decisions made in your family? Are all decisions made in the same way by your family? Why are different decisions made in different ways? Who makes the decisions in the classroom? If it is a group decision how do we make the choice? And how is the outcome decided? Does the teacher have more influence on the outcome in the class decision-making process? When we have to make a decision as a group, how will we go about making that decision?</p>	<p><b>Q&amp;R&gt;</b> identify current understandings on a topic/locate and collect sources/identify information from sources/use a method to record (table)</p> <p><b>A&gt;</b> interpret information collected (identify cause and effect)/translate collected information into different formats (timeline/map)/identify different points of view/perspectives in information/explore different stories on the same topic</p> <p><b>E&gt;</b> draw conclusions and give explanations based on information and/or data (show similarities and differences)</p> <p><b>C&amp;R&gt;</b> present findings in written, oral tabular form/use relevant terms</p>	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>Brainstorm: how do we make decisions at home, in the classroom and at school?</li> <li>Brainstorm: what are the advantages and disadvantages of decisions made by a majority compared to just one or two people making the decision?</li> </ul> <p><b>LA1</b> Planning a family outing for Saturday. Consider how a decision is made/would be made in the students' families? Think/pair/share to compare with peers. As a class discuss the various ways decisions were made. Were the children's views given the same weight as the adult(s)? Why/why not? Did the different views on the family outing have any impact on accepting what the family finally decided to do?</p> <p><b>LA2</b> Students explore how decisions are made in the school. If there is a student council, invite a leader of the student group to talk to the class about the student council's role in the school. Watch the following short films: Kids explain voting on election day (USA): <a href="https://www.youtube.com/watch?v=HmK5jO7yigk">https://www.youtube.com/watch?v=HmK5jO7yigk</a> 10yo school girl's rap for captain goes viral (Australia): <a href="https://www.sunshinecoastdaily.com.au/news/10yo-school-girls-rap-for-captain-goes-viral/3115610/">https://www.sunshinecoastdaily.com.au/news/10yo-school-girls-rap-for-captain-goes-viral/3115610/</a> As a class, discuss what voting means and the purpose of voting.</p>

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		<p>How important is it for the group that everyone agrees on:</p> <ul style="list-style-type: none"> <li>• the actual decision?</li> <li>• accepting the final decision?</li> </ul>		<p><b>LA3</b> The following activity could be conducted within one class or over two or more classes.</p> <p>Students devise three or four questions on issues that are important to them either in the school or the community. A ballot paper is devised (<i>this could be colour coded for each separate question, to make counting easier and encourage greater class involvement</i>). The students vote on the issues. Votes are counted and the results declared. Declare the results on each question as you go and discuss the outcome.</p> <p><b>LA4</b> Class discussion on: majority decision-making versus decision-making that is imposed. Specifically discuss the advantages and disadvantages of each way of making a decision within a community.</p> <p>Show a selection of short films on democracy to help with this discussion</p> <p>Democracy - a short introduction:  <a href="https://www.bing.com/videos/search?q=what+is+democracy&amp;&amp;view=detail&amp;mid=DDFD359395A81327A168DDFD359395A81327A168&amp;&amp;FORM=VRDGAR">https://www.bing.com/videos/search?q=what+is+democracy&amp;&amp;view=detail&amp;mid=DDFD359395A81327A168DDFD359395A81327A168&amp;&amp;FORM=VRDGAR</a></p> <p>What is democracy?  <a href="https://www.bing.com/videos/search?q=what+is+democracy&amp;&amp;view=detail&amp;mid=E65EFB49006F7105886CE65EFB49006F7105886C&amp;&amp;FORM=VRDGAR">https://www.bing.com/videos/search?q=what+is+democracy&amp;&amp;view=detail&amp;mid=E65EFB49006F7105886CE65EFB49006F7105886C&amp;&amp;FORM=VRDGAR</a></p> <p>After the discussion/viewing introduce the students to local (Council) and state government (Parliament) and how decisions are made by these groups (the concepts of majority rule and democracy). Discuss the fact that both local and state governments are elected by adult citizens to make decisions for the community (the State).</p> <p><b>Reflection</b></p> <p>Is voting and majority decision-making a fair way to make a decision?</p>

## Communities

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5–8	<p>Who makes <u>rules</u>, why <u>rules</u> are important and the consequences of <u>rules</u> not being followed</p> <p><b>Key concepts:</b> Democracy, Justice</p>	<p>Who are the rule-makers in: the family, the classroom, the school, amongst friends, in the community/nation?</p> <p>Why do we have rules when we play;</p> <ul style="list-style-type: none"> <li>- T-ball</li> <li>- softball</li> <li>- football</li> <li>- tennis</li> </ul> <p>What would happen if there were no rules in any of these situations?</p>	<p><b>Q&amp;R&gt;</b> identify current understanding of a topic/ develop a range of focus questions to investigate/ locate and</p> <p><b>A&gt;</b> develop criteria for selecting relevant information/interpret information collected (identify cause and effect)/translate collected information different formats (timeline/maps)/ identify different points of view</p> <p><b>E&gt;</b> draw conclusions and give explanations, based on information/use decision-making processes (recognise different points of view)</p> <p><b>C&amp;R&gt;</b> present findings in a range of communication forms /using relevant terms/ reflect on learning</p>	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Brainstorm the different situations in everyday life, in which rules exist</li> <li>• The various rules that you follow in any one day</li> <li>• A particular rule, why the rule, and the consequences if the rule is not followed</li> </ul> <p><b>LA5</b> Have students draw up a list of the various rules that each follows in a given day. Share the list with a friend. After the discussion can you think of any rules that you missed?</p> <p><b>LA6</b> Students choose one rule (a school rule or a home rule). Develop a flow chart to show how and why the rule was developed (the need for the rule) and the consequences if the rule is not followed. <b>(A, E)</b></p> <p><b>Suggested assessment</b></p> <p>Ask students to create a poster entitled: ‘The importance of rules’. Students choose a topic such as: protecting the environment, using the footpath rather than walking across the lawn, using litter bins, not picking the flowers in public gardens.</p> <p>Using both pictures and text include: the topic, the rules that apply and the consequences (for environment et al) when the rules are not followed (why have these rules). <b>(A, E, C&amp;R)</b></p>

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Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
9–12	<p>Why people participate in <u>community</u> groups, such as a school or <u>community</u> project, and how students can actively <u>participate</u> and contribute to their <u>local community</u></p> <p><b>Key concepts:</b> Democracy, Participation</p>	<p>What are some examples of community groups in our local area? Are community groups just for adults? Why would a person join a particular community group? What projects can we identify in our community that are the result of a community organisation's actions? What community project would benefit our school/our local community?</p>	<p><b>A&gt;</b> develop criteria for selecting relevant information (e.g. accuracy, reliability, usefulness)/explore different stories on the same topic</p> <p><b>E&gt;</b> draw conclusions and give explanations, based on information and/or data displayed in texts, tables, graphs and maps/ use decision-making processes</p> <p><b>C&amp;R&gt;</b> present findings and conclusions in a range of communication forms, appropriate to audience and purpose, using relevant terms</p>	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• A local community group.</li> <li>• A local/school community project</li> <li>• Students in the community, how can I be involved in the community?</li> </ul> <p><b>LA10</b> With the students explore the various activities in the community. This could be done through the local government website or other appropriate sites associated with particular groups in the community Connect with the Community WA: <a href="http://www.bcl.com.au/sitemap/perth/connect-wa">http://www.bcl.com.au/sitemap/perth/connect-wa</a></p> <p><b>LA11</b> Invite a representative from a local community group or school community volunteer to talk about their activities and why they participate?</p> <p><b>LA12</b> Develop a jigsaw puzzle or matching game, where each 'question' piece has a matching 'answer' partner, e.g. a community group and their focus (such as the RSPCA = animal welfare)</p> <p><b>LA13</b> How can I make a difference in the community? Use the following links as a catalyst for a discussion: Make a difference: <a href="https://www.peo.gov.au/learning/kidsview.html">https://www.peo.gov.au/learning/kidsview.html</a> Act belong commit, discover what you could be doing: <a href="https://www.actbelongcommit.org.au/">https://www.actbelongcommit.org.au/</a></p> <p><b>Reflection</b> A community is only as great as the contribution of those who live in it?</p>

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				<p><b>Suggested assessment</b></p> <p>Working in groups, students develop an idea for a community project that will add value to and/or benefit the local area.</p> <p>As a group you will present your idea, which will include the following:</p> <ul style="list-style-type: none"> <li>• Idea (e.g. exercise equipment in the park)</li> <li>• Reasons behind the idea (e.g. to provide equipment for all people and not just those who can afford a gym membership)</li> <li>• Purpose of idea (e.g. to encourage community participation and more healthy lifestyles)</li> <li>• People/other organisations who will need to be involved</li> <li>• A visual image may be included. <b>(A, E,C&amp;R)</b></li> </ul>